

DIAGNOSTIC REVIEW REPORT

FOR

THE ACADEMY @ SHAWNEE

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Louisville, Kentucky
40212

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Introduction to the Diagnostic Review

The Diagnostic Review, a performance driven system, focuses on conditions and processes within a district/school that impact student performance and organizational effectiveness. The power of AdvancED's Diagnostic Review lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

The Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned AdvancED Standards and Indicators. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

The Diagnostic Review team used the AdvancED Standards for Quality Schools and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality.

Using the evidence at their disposal, the Diagnostic Review team arrived at a set of findings contained in this report. The report is presented in three sections: Findings, Conclusion, and Addenda.

Part I: Findings

The Findings section presents the Diagnostic Review team's evaluation of the AdvancED Standards and Indicators. It also identifies effective practices and conditions that are contributing to student success, as well as Opportunities for Improvement identified by the team, observations of the Learning Environment, and Improvement Priorities.

Standards and Indicators

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED's Standards for Quality were developed by a committee comprised of effective educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that ensure excellence and continuous improvement. The standards were reviewed by internationally recognized experts in testing and measurement, teacher quality, and education research.

This section contains an evaluation of each of AdvancED's Standards and Indicators, conclusions concerning school effective practices as well as Opportunities for Improvement related to each of the standards, and a description of the evidence examined by the Diagnostic Review team. Indicators are evaluated and rated individually by the team using a four-level performance rubric. The Standard Performance Level is the average of indicator scores for the standard.

Standard 1: Purpose and Direction

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that “in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement” and that “...lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning aligned with the institution’s vision that is supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

<i>Standard 1 – Purpose and Direction</i>	Standard Performance Level
The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	2.3

Indicator	Source of Evidence	Performance Level
1.1 The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	<ul style="list-style-type: none"> Self-Assessment Executive Summary Previous KDE Leadership Assessment KDE School Report Cards AdvancED Stakeholder Survey data ELEOT Classroom Observation data Stakeholder interviews Review of documents and artifacts 	2

Indicator		Source of Evidence	Performance Level
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	<ul style="list-style-type: none">• Self-Assessment• Executive Summary• Previous KDE Leadership Assessment• KDE School Report Cards• AdvancED Stakeholder Survey data• ELEOT Classroom Observation data• Stakeholder interviews• Review of documents and artifacts	2

Indicator		Source of Evidence	Performance Level
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Cards • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	3

Indicator	Opportunity for Improvement
1.1	Develop a systematic process for the review, revision, and communication of the school's purpose. Ensure the process is implemented, monitored regularly, recognizes student learning as the primary focus, and that the process includes representatives from all stakeholder groups.
Rationale	

Student Performance Data

- Student performance data does not suggest that the school has established highly effective statements of purpose and direction or shared values and beliefs about teaching and learning that set high expectations for students and staff and help guide decision-making at the school and classroom levels.
 - The state accountability index improved slightly by 4.6 points from 27.9 in 2012 to 32.7 in 2013, but the school remains in the Needs Improvement/Progressing category of the state accountability system.
 - Based on the 2013 School Report Card, a large percentage of students are performing at Novice and Apprentice levels, even though some improvement has occurred since 2012.

For example, in reading 58% of students performed at the Novice level and 13% performed at the Apprentice level. In math, 57.6% of students performed at the Novice level and 35.9% performed at the Apprentice level.

- The decrease in students identified as College and Career Ready (CCR) from 14.9% in 2012 to 9.9% in 2013 is also of concern. The school is performing much lower than the district (51.3%) and the state (54.1) in this area.
- Finally, the percentage of students making typical or higher annual growth in reading and math is significantly below district and state averages. In reading, 32% of students made typical or higher annual growth as compared to 54% for the district and 56% for the state. The lower growth rate may suggest a lack of academic rigor, few opportunities for differentiation or personalization of learning, ineffective formative assessment practices, low levels of student engagement, etc.

Classroom Observation Data

- Classroom observation data revealed some pockets of excellence in teaching. Whole group, teacher-directed lessons seemed to be the most frequently utilized instructional practice.
- Instances in which students had differentiated learning opportunities and activities that meet their needs were evident in only 19% of classrooms.
- Instances in which students demonstrated that they knew and were striving to meet high expectations established by the teacher were evident in 42% of classrooms.

Stakeholder Survey Data

- Stakeholder survey data, while somewhat mixed, suggests that the staff is generally satisfied with existing practices and policies concerning the school's formal statements of purpose and direction.
 - 80% of staff agree or strongly agree with the statement, "Our school's purpose statement is clearly focused on student success."
 - 64% of staff agree or strongly agree with the statement, "Our school's purpose statement is based on shared values and beliefs that guide decision-making."
 - 54% of staff agree or strongly agree with the statement, "Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body."
 - 63% of staff agree or strongly agree with the statement, "Our school's leaders engage effectively with all stakeholders about the school's purpose and direction."

Other Pertinent Information

- The principal, who was appointed to the position less than one month prior to the Diagnostic Review, has made some initial efforts to unite all stakeholders around a shared vision and direction. His motto "We are Shawnee" has begun to engage the staff and appears to be helping renew and energize stakeholders to ensure student success.
- Collaboration in developing formal mission, vision, and shared beliefs statements focused on student success and a learning environment of high expectations and communication to all stakeholders is a key item on the principal's 30/60/90 day plan.

Indicator	Opportunity for Improvement
1.2	Commit to a collaboratively developed culture of shared values and beliefs about teaching and learning where decisions made guarantee all students are provided challenging educational programs and equitable learning experiences. Ensure that high expectations for student achievement and behavior are central to the culture, are communicated effectively, and that staff hold one another accountable to these standards for professional practice.
Rationale	

Student Performance Data

Student performance data indicates that high expectations for students have not been ensured and are not central to the school's culture.

- The 2012-2013 School Report Card indicates that approximately 71% of students are performing below the Proficient level in reading and 93.5% of students are performing below the Proficient level in math.
- A comparison of gap data from 2011-2012 and 2012-2013 School Report Cards indicates a 13.3% increase in reading and a 1.1% increase in math for students scoring at the Proficient and Distinguished levels for the non-duplicated gap group.
- A comparison of growth data from 2011-2012 and 2012-2013 School Report Cards shows a 1.4% decrease in math and a 15.5% decrease in reading for students making typical growth. Combined reading and math growth indicated an overall decrease of 8.4%.

Classroom Observation Data

- Classroom observation data indicates that high expectations are not provided in a systematic way across the school. For example:
 - Instances in which students knew and were striving to meet high expectations established by the teacher were found to be evident in 42% of classrooms.
 - Instances in which students were tasked with activities and learning that was challenging but attainable were found to be evident in 53% of classrooms.
 - Instances in which students were provided exemplars of high quality work were found to be evident in 8% of classrooms.
 - Instances in which students were engaged in rigorous coursework, discussions, and/or tasks were found to be evident in 44% of classrooms.
 - Instances in which students were asked and responded to questions that required higher-order thinking (e.g., applying, evaluating, synthesizing) were found to be evident in 42% of classrooms.

Stakeholder Interviews, Document and Artifact Review

- In interviews, students expressed that teachers tried to meet their needs and frequently discussed standards and practicing for the ACT. However, the majority of the students said they did not feel challenged in their classes. Students were unsure about plans for their future.
- Discussions with stakeholders indicate that curriculum and lesson plans do not include standards and/or are not rigorous. However, classroom observation showed the posting of learning targets and identification of college readiness standards in a few classrooms.
- School leadership has identified several major improvement priorities, or “Big Rocks,” including the Exceptional Child Education (ECE) 30/60/90 Day Plan indicating a need for an intentional focus on IEP training, development, data analysis collection (progress monitoring), and data analysis professional development training. A universal data collection system will be created by the end of February and teachers will begin tracking data every two weeks to drive instructional decisions. The school team reports that core challenges include academic skills and emotional/behavior problems.

Standard 2: Governance and Leadership

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of school leadership research, Leithwood & Sun (2012) found that leaders (school and governing boards/authority) can significantly “influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and practices that strengthen school culture and foster collaboration within the organization.” With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and must involve their school communities to attain school improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow school leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has leaders who are advocates for the institution’s vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution’s policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Standard 2 – Governance and Leadership	Standard Performance Level
The school operates under governance and leadership that promote and support student performance and school effectiveness.	1.8

Indicator		Source of Evidence	Performance Level
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2

Indicator		Source of Evidence	Performance Level
2.2	The governing body operates responsibly and functions effectively.	<ul style="list-style-type: none">• Self-Assessment• Executive Summary• Previous KDE Leadership Assessment• KDE School Report Card• AdvancED Stakeholder Survey data• ELEOT Classroom Observation data• Stakeholder interviews• Review of documents and artifacts	1

Indicator		Source of Evidence	Performance Level
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	<ul style="list-style-type: none">• Self-Assessment• Executive Summary• Previous KDE Leadership Assessment• KDE School Report Cards• AdvancED Stakeholder Survey data• ELEOT Classroom Observation data• Stakeholder interviews• Review of documents and artifacts	2

Indicator		Source of Evidence	Performance Level
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	<ul style="list-style-type: none">• Self-Assessment• Executive Summary• Previous KDE Leadership Assessment• KDE School Report Cards• AdvancED Stakeholder Survey data• ELEOT Classroom Observation data• Stakeholder interviews• Review of documents and artifacts	2

Indicator		Source of Evidence	Performance Level
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	<ul style="list-style-type: none">• Self-Assessment• Executive Summary• Previous KDE Leadership Assessment• KDE School Report Cards• AdvancED Stakeholder Survey data• ELEOT Classroom Observation data• Stakeholder interviews• Review of documents and artifacts	2

Indicator		Source of Evidence	Performance Level
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	<ul style="list-style-type: none"> Self-Assessment Executive Summary Previous KDE Leadership Assessment KDE School Report Cards AdvancED Stakeholder Survey data ELEOT Classroom Observation data Stakeholder interviews Review of documents and artifacts 	2

Indicator	Opportunity for Improvement
2.1	Review, revise, and adopt policies and practices that directly support the school's newly created formal statement of purpose or vision that will ensure effective operation of the school. The policies and practices should include mechanisms for monitoring effective instruction and assessment as well as guidance for collaboratively developed professional growth plans for all staff.
Rationale	

Student Performance Data

Student performance data shows a low level of proficiency on state assessment data.

- The 2012-2013 School Report Card indicates that approximately 71% of students are performing below the Proficient level in reading and 93.5% of students are performing below the Proficient level in math.
- The percentage of students scoring at the Novice level in math increased by 2.0% (from 55.6% to 57.6%). The percentage of students scoring at the Novice level in reading decreased by 2.7% (from 60.7% to 58.0%).

Stakeholder Survey Data

Survey data shows that not all staff agrees that there is a distinction between the governing body and the school leadership.

- 43% of staff agree or strongly agree with the statement, “Our school’s governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.”

Stakeholder Interviews, Document and Artifact Review

Interviews, documents, and artifact reviews provided little evidence that the Advisory Council had participated in policy work. Review of SBDM Advisory Council agenda and minutes revealed no work on reviewing, revising, or adopting policies.

Indicator	Opportunity for Improvement
2.3	Develop policies to ensure that the SBDM Advisory Council, when authority is reinstated, consistently protects, supports, and respects the autonomy of school leadership in their pursuit of improvements in student learning and instruction.
Rationale	

Stakeholder Survey Data

Survey data shows that not all staff agrees that there is a distinction between the roles and responsibilities of the governing body and those of school leadership.

- 43% of staff agree or strongly agree with the statement, “Our school’s governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.”

Stakeholder Interviews, Document and Artifact Review

Interviews and reviews of document and artifacts provided insight into a fragmented leadership structure for the previous five years.

- Review of Advisory Council agendas and minutes revealed no work on reviewing, revising, or adopting policies that include the governing body protecting the autonomy of school leadership.
- Review of the school’s Self-Assessment document indicated that “the district is heavily involved in the leadership and management of The Academy @ Shawnee. Numerous meetings and directives are occurring, but due to the inconsistency in the school’s leadership structure the communication of this information with administration and staff is fractured.”
- Review of the Executive Summary revealed that “over the past 5 years, this school has not had the same leadership team for two consecutive years.”

Indicator	Opportunity for Improvement
2.4	Ensure that all decisions and actions are deliberately and consistently aligned with the school's new purpose to continually improve staff effectiveness and student learning. Encourage, support, and expect that all students are held to high standards in every course and that stakeholders are collectively accountable for student learning characterized by collaboration and a sense of community.
Rationale	

Student Performance Data

- It is apparent that the new principal, who was appointed one month prior to the Diagnostic Review, has begun to reshape a culture that is more focused on student success. However, existing performance data, as detailed previously in this report, does not suggest that the school has established a culture consistent with a purpose and direction focused on student success. For example, evidence that the school encourages, supports, and expects all students to be held to high standards in all courses of study is not apparent based on review of performance data.

Stakeholder Survey Data

- Survey data was collected in the fall of 2013, four months prior to the appointment of the new principal. Insights into the school culture may be derived from some survey data.
 - 73% of students agree or strongly agree with the statement, "In my school, the principal and teachers have high expectations for me."
 - 64% of students agree or strongly agree with the statement, "My school provides me with challenging curriculum and learning experiences."
 - 59% of students agree or strongly agree with the statement, "My school offers opportunities for my family to become involved in school activities and my learning."
 - 52% of students agree or strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs."

Stakeholder Interviews, Document and Artifact Review

- The school's Self-Assessment rated indicator 2.4 at a 2, which aligns with the diagnostic review team's findings.

Indicator	Opportunity for Improvement
2.5	Identify and implement a systemic process to involve stakeholders in shaping decisions, providing feedback, and working in collaboration on improvement efforts. Monitor and evaluate effectiveness to improve stakeholder engagement and utilize/communicate results to ensure continuous school improvement.
Rationale	

Stakeholder Survey Data

While survey data indicates a somewhat high level of agreement regarding stakeholder opportunities to be involved in the school, there were relatively low participation rates in the surveys for both teachers and parents.

- 68% of parents agree or strongly agree with the statement, “Our school provides opportunities for stakeholders to be involved in the school.”
- 83% of staff agree or strongly agree with the statement, “Our school leaders support an innovative and collaborative culture.”
- 67% of staff agree or strongly agree with the statement, “Our school leaders provide opportunities for stakeholders to be involved in the school.”

Stakeholder Interviews, Document and Artifact Review

- Review of the Missing Piece diagnostic and TELL survey results indicate low levels of stakeholder involvement in decision-making.
- Review of the Missing Piece diagnostic shows that five of the seven indicators in the Decision Making standard were rated at the Novice level. This standard received an overall rating of 1.29 on a 4 point scale.
- Review of TELL results for the Community Support and Involvement section revealed that 28% of teachers agree that parents/guardians are influential decision makers in this school.

Indicator	Opportunity for Improvement
2.6	Establish structures to increase administrator presence in classrooms for monitoring and evaluating instruction and providing a specific actionable and timely feedback process to assist teachers in improving professional practice and student success.
Rationale	

Student Performance Data

As detailed previously in this report, student performance data does not suggest that the school has established highly effective processes for supervision and evaluation that are focused on improvement in professional practice and student success.

Performance data indicates that students are not making typical growth from PLAN to ACT in math and reading. A comparison of growth data from 2011-2012 and 2012-2013 School Report Cards shows a 1.4% decrease in math and a 15.5% decrease in reading for students making typical growth. Combined reading and math growth indicated an overall decrease of 8.4%.

Classroom Observation Data

- The Supportive Learning Environment received an overall rating of 2.4 on a 4.0 scale. The lowest rating for this environment was “Demonstrates or expresses that learning experiences are positive,” which was rated 2.3 on a 4.0 scale. This indicator was observed as very evident in 3% of classrooms, as evident in 36% of classrooms, was partially observed in 47% of classrooms, and was not observed in 14% of classrooms. These ratings indicate that students are not always provided positive learning experiences.
- The High Expectations Learning Environment received an overall rating of 2.1 on a 4.0 scale. The lowest rating for this environment was “Is engaged in rigorous coursework, discussions and/or tasks,” which was rated 2.2 on a 4.0 scale. This indicator was observed as very evident in no classrooms, was partially observed in 31% of classrooms, and was not observed in 25% of classrooms. These rating indicate that while students may be engaged, coursework, discussions and/or tasks may lack rigor.

Stakeholder Interviews, Document and Artifact Review

- Discussions with stakeholders indicate that curriculum and lesson plans do not include standards and/or are not rigorous. Classroom observation showed the posting of learning targets and identification of college readiness standards in few classrooms.

Standard 3: Teaching and Assessing for Learning

A high-quality and effective system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve to their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of “student motivation, parental involvement” and the “quality of leadership” (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics, which include strong communication skills, knowledge of content, and knowledge of how to teach the content. The school’s curriculum and

instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert et al, 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert et al, 2008). According to Marks, Louis, & Printy (2002), school staff that engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, & Loeb (2010), concluded that leadership in effective schools, "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

<i>Standard 3 – Teaching and Assessing for Learning</i>	Standard Performance Level
The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	1.6

Indicator		Source of Evidence	Performance Level
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	1

Indicator		Source of Evidence	Performance Level
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	1
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2

Indicator		Source of Evidence	Performance Level
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	1
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2

Indicator		Source of Evidence	Performance Level
3.6	Teachers implement the school's instructional process in support of student learning.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	1
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2

Indicator		Source of Evidence	Performance Level
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2

Indicator		Source of Evidence	Performance Level
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2
3.11	All staff members participate in a continuous program of professional learning.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2

Indicator		Source of Evidence	Performance Level
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2

Indicator	Opportunity for Improvement
3.3	Plan and utilize instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills that ensure achievement of learning expectations. Address individual learning needs by consistently personalizing instructional strategies and interventions that require students to apply knowledge and skills, integrate content and skills with other disciplines. Appropriately use technologies as an instructional resource to individualize and enhance student learning.
Rationale	

Student Performance Data

Student performance data indicates that there has been little improvement in academic achievement in previous two years.

- The 2012-2013 School Report Card indicates that approximately 71% of students are performing below the Proficient level in reading and 93.5% of students are performing below the Proficient level in math.
- A comparison of gap data from 2011-2012 and 2012-2013 School Report Cards indicates a 13.3% increase in reading and a 1.1% decrease in math for students scoring at Proficient and Distinguished levels for the non-duplicated gap group. A comparison of gap data from 2011-2012 to 2012-2013 for the non-duplicated gap group shows:
 - Science - increase of 0.8%
 - Social Studies - increase of 11.0%

- Writing - increase of 3.6%
- The percentage of students scoring at the Novice level in math increased by 2.6% (from 55.0% to 57.6%). There was an overall 2.7% decrease from 60.7 to 58% in students scoring at the Novice level in reading.
- A comparison of growth data from 2011-2012 and 2012-2013 School Report Cards shows a 1.4% decrease in math and a 15.5% decrease in reading for students making typical growth. Combined reading and math growth indicated an overall decrease of 8.4%.
- A comparison of 2011-2012 and the 2012-2013 School Report Cards for College and Career Readiness (CCR) indicates a decrease in the school's CCR percentages from 14.9% in 2012 to 9.9% in 2013.

Classroom Observation Data

- Observation data indicated that not all classrooms provide effective learning environments.
- The Equitable Learning Environment received an overall rating of 2.0 on a 4.0 scale. The lowest rating for this environment was "Has differentiated learning opportunities and activities that meet his/her needs," which received an average rating of 1.7 on a 4.0 scale. This indicator was observed as evident/very evident in 19% of classrooms and was partially evident in 33% of classrooms. These ratings indicate that instructional activities are not regularly differentiated to meet individual student needs.
- The High Expectations Learning Environment received an overall rating of 2.1 on a 4.0 scale. The lowest rating for this environment was "Is engaged in rigorous coursework, discussions and/or tasks," which was rated 2.2 on a 4.0 scale. This indicator was observed as very evident in no classrooms, as evident in 44% of classrooms, was partially observed in 31% of classrooms, and was not observed in 25% of classrooms. These ratings indicate that while students may be engaged, the coursework, discussions, and/or tasks may lack rigor.
- The Digital Learning Environment received an overall rating of 1.6 on a 4.0 scale. The lowest rating for this environment was "Uses digital tools/technology to communicate and work collaboratively for learning." This indicator was observed as very evident in 3% of classrooms, as evident in 11% of classrooms, was partially evident in 11% of classrooms, and was not evident in 75% of classrooms. Other indicators were low in this environment as well, suggesting that digital learning is not consistently used and/or readily available for instructional use and enhancing student learning.

Stakeholder Interviews, Document and Artifact Review

- PLC/Data Day Protocols include analysis of student data, learning targets aligned to standards, and selection of specific instructional strategies (menu of interventions) for targeted intervention groups. In interviews, staff identified this PLC/Data Day process as needing further development as outlined in their PLC and Targeted Intervention 30/60/90 day plan.
- A leadership presentation on February 11, 2014 identified Culturally Responsive Teaching as one of Academy at Shawnee's Big Rocks. The initial stages of Culturally Responsive Training included

completion of a school-wide audit (January 2014), teachers establishing expectations through a syllabus and parent letter, and training on Positive Behavior Intervention Strategies (PBIS). Additional trainings, review of school wide audit data, tracking of data, and creation of a “We are Shawnee” action plan are not yet implemented.

Indicator	Opportunity for Improvement
3.5	Engage in a process, utilizing representative stakeholders from the school as well as district support staff, to examine the effectiveness of the current professional learning community (PLC) structure, and use the results of that examination to make modifications to the existing PLC structure that will ensure improvement in student performance and teacher professional practice. This process should yield revised expectations for the focus of the PLCs, identify professional development needs to improve effectiveness, and establish improved systems for monitoring the results of the work of PLC's.
Rationale	

Student Performance Data

While staff and parent survey data seem to suggest general satisfaction with the collaboration of school staff to improve instruction and learning, student performance remains at persistently low levels, as evidenced by data previously detailed in this report.

Stakeholder Survey Data

- Survey data suggests that stakeholders are generally satisfied with the existing PLC structure.
 - 81% of staff agree or strongly agree with the statement, “All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.”
 - 67% of staff agree or strongly agree with the statement, “All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).”
 - 73% of parents agree or strongly agree with the statement, “All of my child’s teachers work as a team to help my child learn.”

Stakeholder Interviews, Document and Artifact Review

- School leadership has identified several major improvement priorities, or “Big Rocks,” including the PLC and Targeted Intervention 30/60/90 Day Plan identifying a strategy to implement a school wide PLC cycle and build a culture of using student data to drive daily instruction. A PLC observation tool will be used weekly to monitor how PLC discussions are embedded and translated into classroom instruction and student achievement. In addition, the Instructional Learning Team (ILT) plans to review and utilize a learning walk tool that will reflect PLC work, rigor, and individual teacher professional growth plan development.

- After reviewing 2013-2014 Professional Learning Community meeting minutes, it is evident that all members of the school staff participate in collaborative learning communities that meet both informally and formally.
- There is limited evidence of connections between Professional Learning Community activities and improvement in teacher professional practice or student performance.

Indicator	Opportunity for Improvement
3.7	Develop and implement a formal process to establish mentoring, coaching, and induction programs to support instructional improvement consistent with the school's values and beliefs about teaching and learning. Develop procedures to ensure that this program 1) sets high expectations for all school personnel, 2) establishes valid and reliable measure of performance, 3) is documented and monitored for effectiveness.
Rationale	

Student Performance Data

Student performance data does not suggest that the school has been successful in establishing mentoring and coaching programs that will help ensure the implementation of highly effective instructional strategies across the school.

- The 2012-2013 School Report Card indicates that approximately 71% of students are performing below the Proficient level in reading and 93.5% of students are performing below the Proficient level in math.
- Student performance increased by 5.4% on the English II End-of-Course assessment, decreased by 5.4% points on the Algebra II End-of-Course assessment, increased by 5.7 points on the Biology End-of-Course assessment, and increased by 11.2 points on the U.S. History End-of-Course assessment.
- The percentage of students scoring at the Novice level in math increased by 2.6% (from 55.0% to 57.6%). There was an overall 2.7 decrease from 60.7% to 58% in students scoring at the Novice level in reading.
- A comparison of growth data from 2011-2012 and 2012-2013 School Report Cards shows a 1.4% decrease in math and a 15.5% decrease in reading for students making typical growth. Combined reading and math growth indicated an overall decrease of 8.4%.
- A comparison of 2011-2012 and the 2012-2013 School Report Cards for College and Career Readiness (CCR) indicates a decrease in the school's CCR percentage from 14.9% in 2012 to 9.9% in 2013.
- A comparison of gap data from 2011-2012 and 2012-2013 School Report Cards indicates a 13.3% increase in reading and a 1.1% decrease in math for students scoring at Proficient and

Distinguished levels for the non-duplicated gap group. A comparison of gap data from 2011-2012 to 2012-2013 for the non-duplicated gap group shows:

- Science - increase of 0.8%
- Social Studies - increase of 11.0%
- Writing - increase of 3.6%

Stakeholder Survey Data

Stakeholder survey data indicates that not all school personnel are engaged in mentoring, coaching, and induction programs.

- 59.25% of staff agree or strongly agree with the statement, “In our school, staff members provide peer coaching to teachers,” suggesting that over 40% cannot confirm the existence of this effective practice in the school.
- 51.85% of staff agree or strongly agree with the statement, “In our school, a formal process is in place to support new staff members in their professional practice.”

Stakeholder Interviews, Document and Artifact Review

- Interviews with teachers indicated few or no school personnel (with the exception of new teachers participating in KTIP) are engaged in a mentoring, coaching, and induction programs that are consistent with the school’s values and beliefs about teaching and learning.
- On the Self-Assessment, the school ranked itself as a 1 for indicator 3.7 (“Mentoring, coaching, and induction programs support instructional improvement consistent with the school’s values and beliefs about teaching and learning”).
- According to the TELL survey, 60% of the staff indicated that they had been formally assigned a mentor, indicating that 40% of the staff did not feel that they had a formal mentor.

Indicator	Opportunity for Improvement
3.8	Design, implement, and evaluate the effectiveness of programs for engaging parents in multiple, meaningful ways in their children’s education and that keeps them informed of the children’s learning progress.
Rationale	

Stakeholder Survey Data

- Survey data does not suggest that stakeholders broadly agree that parents and families are meaningfully engaged in the school.
 - 68.93% of parents agree or strongly agree with the statement, “All of my child’s teachers help me to understand my child’s progress.”
 - 58.72% of students agree or strongly agree with the statement, “My school offers opportunities for my family to become involved in school activities and my learning.”

- 66.67% of staff agree or strongly agree with the statement, “In our school, all school personnel regularly engage families in their children’s learning progress.”
- 59% of students indicated that they agree or strongly agree with the statement, “My school offers opportunities for my family to become involved in school activities and my learning.”

Stakeholder Interviews, Document and Artifact Review

- Analysis of parent survey responses, Missing Piece survey responses, and parent interviews indicates that there is no process in place to effectively inform families of their children’s learning process. Developing an articulated communication plan will enhance the ability of the school to create opportunities to actively engage families in their children’s learning process. This plan should include regular, two-way communication between school staff and families about students’ academic achievement and individual needs.
- On the Self-Assessment, the school ranked itself as a 2 for indicator 3.8 (“The school engages families in meaningful ways in their children’s education and keeps them informed of their children’s learning progress”).

Indicator	Opportunity for Improvement
3.9	Refine the existing advisory program structure to ensure that all students are well known by at least one school employee who serves as an advocate for the development of the student’s learning, thinking, and life skills.
Rationale	

Student Performance Data

As detailed elsewhere in this report, student performance data does not suggest that the school has been successful in establishing a structure through which each student has an adult advocate who supports that student’s educational experience.

- 71% of students are performing at Novice and Apprentice levels in reading. Strong reading skills are requisite to success in every subject and a must for success at the next level.
- A comparison of 2011-2012 and 2012-2013 School Report Cards indicates a significant decrease in College and Career Readiness (CCR) from 14.9% in 2012 to 9.9% in 2013.

Stakeholder Survey Data

There is some agreement from stakeholders that there is a process in place at the school through which each student is well known by at least one adult advocate who supports that student’s educational experience.

- 63.93% of students agree or strongly agree with the statement, “My school makes sure there is at least one adult who knows me well and shows interest in my education and future.”
- 72.72% of parents agree or strongly agree with the statement, “My child has at least one adult advocate in the school.”
- 59.26% of staff surveyed agree or strongly agree with the statement, “In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student’s educational experience.”

Stakeholder Interviews, Document and Artifact Review

- The advocacy component of the Missing Piece diagnostic received an overall rating of 1.83% for the statement, “For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child’s learning needs.”

Indicator	Opportunity for Improvement
3.10	Develop and implement common grading and reporting policies, processes, and procedures that 1) are clearly defined, 2) represent student attainment of standards and skills across grade levels and content, and 3) are formally and regularly evaluated.
Rationale	

Student Performance Data

- As detailed elsewhere in this report, student performance data does not suggest that the school has established effective grading and reporting practices that are systematically implemented to ensure attention to academic rigor, critical thinking, and the existence of challenging learning experiences that lead to next level preparedness, including college and career readiness for all students.
 - A comparison of growth data from 2012 to 2013 reflects a 1.4% decrease in math and a 15.5% decrease in reading for students making typical growth. Combined reading and math growth indicates an overall decrease of 8.4%.
 - A comparison of 2011-2012 and 2012-2013 School Report Cards for College and Career Readiness (CCR) indicates a decrease in the CCR from 14.9% in 2012 to 9.9% in 2013.

Stakeholder Survey Data

- Stakeholder survey data suggest that stakeholders are not highly satisfied with existing grading policies and practices.
 - 66.67% of staff agree or strongly agree with the statement, “All teachers in our school use consistent common grading and reporting policies.”
 - 70.37% of staff agree or strongly agree with the statement, “In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.”

- 72.55% of parents agree or strongly agree with the statement, “All of my child’s teachers keep me informed regularly of how my child is being graded.”
- Furthermore, 72.27% of parents agree or strongly agree with the statement that “All of my child’s teachers report on my child’s progress in easy to understand language.”
- 66.66% of students agree or strongly agree with the statement, “All of my teachers keep my family informed of my academic progress.”
- 69.73% of the students agree or strongly agree with the statement, “All of my teachers fairly grade and evaluate my work.”

Stakeholder Interviews, Document and Artifact Review

- The schools’ grading scale is identified in teacher/student handbooks and in syllabi. Clearly defined criteria indicating each student’s attainment of content knowledge and skills was not apparent.
- On the Self-Assessment, the school ranked itself as a 2 for indicator 3.9 (“The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student’s educational experience”).

Indicator	Opportunity for Improvement
3.11	Create a rigorous, continuous program of professional learning aligned with the assessment of school needs. Ensure that the process is 1) systematically monitored, 2) evaluated for its effectiveness in improving instruction, student learning, and the conditions that support learning, 3) well documented.
Rationale	

Student Performance Data

- As detailed elsewhere in this report, student performance data does not suggest that the school has established highly effective practices for improving teacher effectiveness that results in greater degrees of student success.

Classroom Observation Data

- Classroom observations do not indicate that the professional development program has been successful in building teacher capacity to systematically implement highly effective instructional strategies in all classrooms. For example:
 - Instances in which students had differentiated learning opportunities and activities that met their needs were evident/very evident in 19% of classrooms.
 - Instances in which students were tasked with activities and learning that were challenging but attainable were evident/very evident in 53% of classrooms.
 - Instances in which students were provided exemplars of high quality work were evident/very evident in 8% of classrooms.
 - Instances in which students were actively engaged in learning activities were evident/very evident in 53% of classrooms.

Stakeholder Survey Data

- Survey data does not suggest that the staff is highly satisfied with the existing professional development practices and procedures.
 - 77.78% of staff agree or strongly agree with the statement, “In our school, all staff members participate in continuous professional learning based on identified needs of the school”.
 - 62.97% of staff agree or strongly agree with the statement, “In our school, a professional learning program is designed to build capacity among all professional and support staff members.”
 - According to the TELL Kentucky survey, 61.0% of staff agreed with the statement, “Professional development is evaluated and results are communicated to teachers.”

Stakeholder Interviews, Document and Artifact Review

- District-required professional development and school-approved professional development is not clearly aligned to the school’s purpose/direction, and it is not apparent that professional development is building capacity among all professional and support staff.
- The principal’s presentation and teacher interviews indicate that an adjustment is taking place to put an emphasis on professional learning focused on improvement needs and student success.

Indicator	Opportunity for Improvement
3.12	Develop processes that can be implemented to use data systematically and continuously to identify and meet the unique learning needs of students. Research unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) to provide or coordinate related individualized learning support services.
Rationale	

Student Performance Data

- As detailed elsewhere in this report, student performance data does not suggest that the school is successful in providing and coordinating learning support services to meet the unique learning needs of all students.
 - The school’s growth rate, which measures all students’ annual progress in comparison to their academic peers across the state, is of particular concern. The Academy @ Shawnee’s growth rate declined between 2012 and 2013 and is lower than the state’s growth rate.

- The percentage of students scoring at the Novice level in math increased from 55.0% to 57.6% between 2012 and 2013.

Classroom Observation Data

- Classroom observation data does not suggest that the school has developed effective practices to differentiate instruction.
 - Instances in which students had differentiated learning opportunities and activities that met their needs were evident/very evident in 19% of classrooms.
 - Instances in which students were provided additional alternative instruction and feedback at the appropriate level of challenge for their needs were evident/very evident in 44% of classrooms.
 - Instances in which students were asked or quizzed about individual progress/learning were evident/very evident in 28% of classrooms.
 - Instances in which students were given the opportunity to collaborate with other students during student centered activities were evident/very evident in 17% of classrooms.
 - Instances in which students were provided an opportunity to use digital tools or technology to communicate and work collaboratively for learning were evident/very evident in 14% of classrooms.

Stakeholder Survey Data

Survey data does not suggest that stakeholders are highly satisfied with learning support services in the school and indicates a lack of cohesive support services to meet the unique learning needs of all students.

- 58.99% of students agree or strongly agree with the statement, "My school provides learning services for me according to my needs."
- 69.69% of parents agree or strongly agree with the statement, "My child has access to support services based on his/her identified needs."
- In contrast, 77.77% of staff agree or strongly agree with the statement, "In our school, all staff members use student data to address the unique learning needs of all students."
- 70.37% of staff agree or strongly agree with the statement, "In our school, related learning support services are provided for all students based on their needs."

Stakeholder Interviews, Document and Artifact Review

- Extended Learning Days offered enrichment opportunities for 9th and 10th grades. Sign-in sheets indicate services available from November 25, 2013 – January 17, 2014. Approximately 5.6% of students participated.
- A newly developed 30-60-90 day plan focusing on PLC and targeted intervention has intensified focus and clarity of initiatives related to the learning needs of students.

Standard 4: Resources and Support Systems

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, 2003) “demonstrated a strong relationship between resources and student success...both the level of resources and their explicit allocation seem to affect educational outcomes.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The institution employs and allocates staffs who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

<i>Standard 4 – Resources and Support Systems</i>	Standard Performance Level
The school has resources and provides services that support its purpose and direction to ensure success for all students.	2.1

Indicator		Source of Evidence	Performance Level
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	3

Indicator		Source of Evidence	Performance Level
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	3
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2

Indicator		Source of Evidence	Performance Level
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	3

Indicator		Source of Evidence	Performance Level
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2

Indicator	Opportunity for Improvement
4.1	Develop policies to hire and retain the qualified staff needed to fill all roles/responsibilities required to support the school's purpose and programs. Seek the sustained fiscal resources needed to fund the positions in order the help to achieve purpose and direction of school.
Rationale	

Student Performance Data

Data is not always used to inform decisions.

- A high ECE (Exceptional Child Education) percentage (30%) indicates that almost one-third of the student body has needs that require additional professional personnel support.
- *The Missing Piece* rates the statement, “Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness” as Novice, indicating that stakeholders do not feel their voice is heard in the push for continuous improvement.

Stakeholder Survey Data

Survey data indicates that not all students agree that the school provides a high quality education.

- Only 62.56% of students in grades 9-12 agree with the statement, “In my school, a high quality education is offered.” On the other hand, sixth graders from the Middle Academy who were surveyed had a 94.74% rate of agreement with this statement.

Stakeholder Interviews, Document and Artifact Review

Interviews and information reviewed indicates that a focus on the whole child is now beginning.

- Interviews with administration and support personnel signify a desire to develop The Academy @ Shawnee to meet the needs of the whole child.
- The Academy @ Shawnee is allocated additional staff positions that primarily work to improve the academic progress of students scoring below the proficiency level on state assessments. The school demographical (percentage of low socio-economic students), discipline, truancy, and survey data indicate a need to fund and hire additional certified staff trained to meet the unique emotional, psychological, and social needs of students who live in poverty. Stakeholder interviews also reveal that a significant number of students need assistance in dealing with emotional, social, and psychological issues that are beyond the school’s current capacity to effectively address.

Indicator	Opportunity for Improvement
4.2	Exhaust every option so that resources (time, materials, fiscal) focus solely on supporting the purpose and direction of the school, resulting in all students having equitable opportunities to attain challenging learning expectations.
Rationale	

Student Performance Data

Student performance data shows little improvements in student achievement in the past two years, with large numbers of student performing at the Novice level.

- The 2012-2013 School Report Card shows a trend toward high numbers of students performing at the Novice level and little to no students performing at the Distinguished level in reading or mathematics:
 - Reading—58% Novice; 0% Distinguished
 - Mathematics—57.6% Novice; 0% Distinguished
 - Science—52.5% Novice; 1.3% Distinguished
 - Social Studies—75% Novice; 1.1% Distinguished
 - Writing—19.2% Novice; 1.3% Distinguished
 - Language Mechanics—39% Novice; 4.3% Distinguished

Classroom Observation Data

Observation data shows that not all classrooms have a focus on effective learning environments.

- The Equitable Learning Environment received an overall rating of 2.0, the second lowest rating out of all seven learning environments.
- Students' use of technology to gather information, conduct research, and communicate and collaborate for learning received some of the lowest average scores of all ELEOT indicators (1.8, 1.5, and 1.4).
- The Digital Learning Environment scored a 1.6 average, the lowest of all learning environment scores. This score suggests that the technology infrastructure and equipment are not being used to fully support educational programs throughout the school.

Stakeholder Survey Data

- In contrast to the classroom observation data for the Digital Learning Environment, 91.6% of teachers agree or strongly agree with the statement, "All teachers in our school use a variety of technologies as educational resources."
- 64.84% of students agree or strongly agree with the statement, "My school provides me with challenging curriculum and learning experiences."

Stakeholder Interviews, Document and Artifact Review

- The 2012-2013 School Report Card indicates a student-to-internet connected computer ratio of 0.6:1. Data from 2011-2012 was not available due to less than 50% participation on the TELL survey.
- Twenty-four SMART boards have recently been installed in classrooms and \$15,000 of Title I SIG funds were used to purchase TI-Nspire graphing calculators for use in all math classrooms.
- PLCs now meet weekly to review student performance on formative and summative assessments, plan interventions, construct lesson design, and engage in targeted professional development.
- School Report Cards indicate that spending per student increased by \$567 from 2011-2012 to 2012-2013 (total increase from \$16,886 to \$17,453).

Indicator	Opportunity for Improvement
4.3	Adopt and share with all stakeholders clear expectations for maintaining a safe, clean, and healthy environment. Hold all school personnel and students accountable for maintaining these expectations. Valid measures should be established to track these conditions continuously so that regular evaluations of the expectations lead to continuous improvement of the school environment.
Rationale	

Stakeholder Survey Data

- While survey responses indicate that 75% of the parents feel The Academy at Shawnee provides a safe learning environment, only 50% of all students surveyed agreed or strongly agreed that the school building and grounds were safe. When the sixth grade data is removed, the high school students' feeling about safety drops to 42%. Over half of the high school students at the school cannot confirm that the school environment is safe, clean, and healthy.
- 40% of students agreed or strongly agreed with the statement, "In my school, students respect the property of others," indicating that 60% of students disagree or are ambivalent about the existence of this condition in the school.

Stakeholder Interviews, Document and Artifact Review

- School report data on student behavior/discipline for 2012-2013 indicates that 54.5% of the students (247 out of 453) generated 995 behavioral issues documented in Infinite Campus.

Indicator	Opportunity for Improvement
4.4	Provide students and staff access to an exceptional collection of informational sources and media needed to achieve the educational program of the school. Ensure they know about and learn how to maximize the use of the available tools; how to find and retrieve information.
Rationale	

Classroom Observation Data

- The Digital Learning Environment scored a 1.6 average, the lowest of all learning environment scores, suggesting that students may not have access and/or teachers may not have the technical knowledge and skills to provide an effective and enriched Digital Learning Environment.

Stakeholder Survey Data

- 63.55% of students agree or strongly agree with the statement, “In my school, a variety of resources are available,” indicating that over one-third of the student body may not be aware of resources available to help them succeed.

Stakeholder Interviews, Document and Artifact Review

- The librarian/media center specialist reported that she has a budget of \$30,000 to spend on books. She is pleased that “benevolent princes” have been in place to support requests for resources such as the poster/banner maker and a set of 15 iPads.
- Currently, a library clerk is not on staff, resulting in the librarian being tied to the media center and hindered in collaborating with teachers.

Other Pertinent Information

- The library is located in the upper section of the building, which is rather isolated from the Prep Academy and middle school so that these students have less frequent contact.

Indicator	Opportunity for Improvement
4.6/4.7	Implement a clearly defined needs assessment process to ascertain the physical/social/emotional and counseling, assessment, referral, and educational/career planning needs for all students. Evaluate the data derived from the needs assessment to ensure it is valid and reliable and then use this information to improve services and programs to most effectively meet the needs of all students.
Rationale	

Stakeholder Interviews, Document and Artifact Review

- The school is establishing a 3:1 plan through which three adults connect with each individual student to monitor social, emotional, academic, and behavioral needs, and to develop a mentoring relationship.
- The school has a partnership with Seven Counties Services to provide therapeutic services to students and has also hired a private therapist available to all students. The School Administration Manager (SAM) reported that 20% of the student body received in-school therapy.
- Documentation, artifacts, interviews, and survey data indicate that the school provides an array of student support services that address the physical, social, and emotional needs of students. However, the degree to which these services and programs are consistently monitored or evaluated is not entirely evident. The effective implementation of student support programs and services should link to increased student achievement.

- The 2012-2013 School Report Card indicated that 270 of the 453 students (60%) had a career pathway, leaving 40% of the students with no clear direction. No evidence of the Hospitality, Travel Tourism, and Recreation pathway was found.
- The school has become part of *Go College*, a collaborative effort between Jefferson County Public Schools, the University of Louisville, and Kentucky State University.

Other Pertinent Information

- Surveys indicate minimal responses from stakeholders:
 - 14 of 42 teachers responded
 - 184 of 453 students responded, including only 8 freshmen
- Surveys indicate very high satisfaction among Aviation Academy sixth graders, who rated almost every question above 80% agreement.

Standard 5: Using Results for Continuous Improvement

Systems with strong improvement processes are moving beyond anxiety about the current reality and focusing on priorities and initiatives for the future. Using results, that is, data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, & Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky et al., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making; (2) establishing a culture of data use and continuous improvement; (3) investing in an information management system; (4) selecting the right data; (5) building school capacity for data-driven decision making; and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

Standard 5 – Using Results for Continuous Improvement	Standard Performance Level
The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.	1.8

Indicator		Source of Evidence	Performance Level
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2
5.2	Professional and support staffs continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2

Indicator		Source of Evidence	Performance Level
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2

Indicator		Source of Evidence	Performance Level
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	1

Indicator	Opportunity for Improvement
5.1	Maintain and consistently use a comprehensive assessment system that produces data from multiple measures, including locally developed and standardized assessments about student learning and school performance. Ensure consistent measurement across all classrooms and courses. Routinely evaluate the system for reliability and effectiveness in improving instruction, student learning and the conditions that support learning.
Rationale	

Student Performance Data

As noted below, data suggests that the degree to which the school's continuous improvement planning process is truly effective in gathering, analyzing, and using data to make changes to teacher practices, school policy, allocation of resources, etc., is not apparent.

- Student performance data is well below state and district averages and has not improved significantly in the last two years.
- The percentage of students scoring at the Novice level in math increased by 2.6% (from 55.0% to 57.6%). The percentage of students scoring at the Novice level in reading decreased by 2.7% (from 60.7% to 58.0%).

Classroom Observation Data

Classroom observation data indicates that systematic collection and use of data is not occurring to address individual learning needs.

- Instances in which students had “differentiated learning opportunities and activities that met their needs” were evident/very evident in 19% of classrooms.
- Instances in which students were provided additional alternative instruction and feedback at the appropriate level of challenge for their needs were evident/very evident in 44% of classrooms.
- Instances in which students were asked or quizzed about individual progress/learning were evident/very evident in 28% of classrooms.
- Instances in which students were given the opportunity to collaborate with other students during student-centered activities were evident/very evident in 17% of classrooms.
- Instances in which students were provided an opportunity to use digital tools or technology to communicate and work collaboratively for learning were evident/very evident in 14% of classrooms.
- Instances in which students had opportunities to revise or improve work based on feedback were evident/very evident in 39% of classrooms.

Stakeholder Survey Data

Stakeholder survey data is mixed in regard to the school having a clearly defined and comprehensive assessment system.

- 55% of staff agree or strongly agree with the statement, “Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.”
- 64% of staff agree or strongly agree with the statement, “Our school has a systematic process for collecting, analyzing, and using data.”

Stakeholder Interviews, Document and Artifact Review

- The PLC Math Team agenda on 2/11/14 indicated intervention discussions focusing on student data improvements.
- Teacher PLC minutes revealed that data review was regularly skipped. This omission demonstrates a consistent lack of familiarity with the collection and analysis of data.
- Math PLC minutes from 10/22/13 indicated that teachers “did not know what the tables meant.” This comment also shows a lack of expertise with data usage.
- Data analysis was included as a priority in many documents, but as noted above, only 64% of staff agreed or strongly agreed that the school had a systematic process for collecting, analyzing, and using data.

- Teacher interviews indicated local and state assessment measures are being utilized in pockets of the school.

Other Pertinent Information

- Math teachers discussed student assistance via a three-tiered intervention process at a PLC meeting on 2/11/14, showing evidence of a slow move toward students benefitting from staff data utilization.

Indicator	Opportunity for Improvement
5.2	Document the use by all staff of established systematic processes and procedures for collecting, analyzing and applying learning from all data sources. Ensure the processes and procedures include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of program and the conditions that support learning.
Rationale	

Student Performance Data

As detailed previously in this report, student performance data does not suggest that the school has established truly effective processes for gathering, analyzing, and using data to improve teacher effectiveness and student success.

- The 2012-2013 School Report Card indicates that approximately 71% of students are performing below the Proficient level in reading and 93.5% are performing below the Proficient level in math.
- A comparison of gap data from 2011-2012 and 2012-2013 School Report Cards indicates a 13.3% increase in reading and a 1.1% decrease in math for students scoring at Proficient and Distinguished levels for the non-duplicated gap group.

Classroom Observation Data

Classroom observation data indicates that systematic data collection and use is not occurring to the degree needed to effectively support improvement in student learning.

- Instances in which students had differentiated learning opportunities and activities that met their needs were evident/very evident in 19% of classrooms.
- Instances in which students were provided additional alternative instruction and feedback at the appropriate level of challenge for their needs were evident/very evident in 44% of classrooms.
- Instances in which students were asked or quizzed about individual progress/learning were evident/very evident in 28% of classrooms.

- Instances in which students were given the opportunity to collaborate with other students during student-centered activities were evident/very evident in 17% of classrooms.
- Instances in which students were provided an opportunity to use digital tools or technology to communicate and work collaboratively for learning were evident/very evident in 14% of classrooms.
- Instances in which students had opportunities to revise or improve work based on feedback were evident/very evident in 39% of classrooms.

Stakeholder Survey Data

Survey data suggests that the collection, analysis, and use of data to drive decision-making is limited.

- 55% of staff indicated that they agree or strongly agree with the statement, “Our school ensures all staff members are trained in the evaluation, interpretation, and use of data,” suggesting that nearly half the staff cannot confirm the existence of this practice in the school.
- Although data analysis was considered a priority in many documents, only 64% of staff said there was a systematic process for data use.

Stakeholder Interviews, Document and Artifact Review

- The 30/60/90 plan outlined the development of a system to track College and Career Readiness Data, showing evidence of the current administrative plan to boost CCR.
- No data existed for welcoming/engaging parents.
- Teacher PLC minutes revealed that data review was regularly skipped. This omission suggests a lack of confidence in guiding instruction via data.

Other Pertinent Information

- As mentioned during the principal’s presentation, administration discussed the use of PLCs and targeted interventions being increased.
- The current school improvement plan addresses a schedule for both learning checks and for PLC meetings to analyze those checks, although it has not been adhered to until recently.

Indicator	Opportunity for Improvement
5.3	Train all professional and support staff members in a rigorous, individualized professional development program related to the evaluation, interpretation, and use of data. Regularly evaluate the training to ensure it meets current school goals and staff needs.
Rationale	

Student Performance Data

As detailed previously in this report, student performance data does not suggest that the school has established policies, procedures, or a culture that ensures data is consistently analyzed and used by staff to make modifications and adjustments to curriculum, instruction, and assessment practices.

Stakeholder Survey Data

- 55% of staff agree or strongly agree with the statement, “Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.”
- 53% of students agree or strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs.”

Stakeholder Interviews, Document and Artifact Review

- Science PLC minutes from 9/17/13 stated that teachers were “not sure what to do with the data,” indicating a lack of training on data utilization.
- Math PLC minutes from 10/22/13 indicated that teachers “did not know what the tables meant,” showing a lack of expertise with data usage.
- Teacher interviews detailed a process for the use of exit slips as part of the instructional process, but it was unclear how this strategy is used to modify instruction.
- The 30/60/90 plan for targeted interventions and PLCs shows the Instructional Leadership Team creating a learning walk tool that will reflect PLC work, rigor, and an individual teacher professional growth plan development, suggesting that the new administration is placing more significance on data-driven instruction.

Other Pertinent Information

- Math Teachers discussed student assistance via a three-tiered intervention process at the PLC meeting on 2/11/14.
- Math PLC discussion detailed their use of a recent Data Day, along with their appreciation to the principal for the utilization of time for such valuable work.
- “Fast Break Wednesday” from 1/27/14 started to address the deficiency of training teachers and staff to focus on data.

Indicator	Opportunity for Improvement
5.4	Create policies and procedures that clearly define and describe a process for analyzing data which determines verifiable improvement in student learning, including readiness for and success at the next level. Assess results to validate significant improvement, and utilize them systematically and consistently to design, implement, and continuously evaluate improvement action plans for their ability to lead to student success at the next level.
Rationale	

Student Performance Data

- As detailed below, student performance data does not suggest that the school has established procedures and processes for systematically analyzing and using data to make adjustments to instructional practice that will result in improved student success and next level preparedness.

Data trends as outlined in the chart below show an overall lack of improvement.

	2011-12 School Report Card % of Accountable Students Meeting Benchmark on PLAN			2012-13 School Report Card % of Accountable Students Meeting Benchmark on PLAN		
	School	District	State	School	District	State
English	29.8	54.1	63.0	37.1	56.7	67.8
Reading	17.7	38.2	44.0	11.9	34.8	43.2
Math	6.5	22.9	24.8	6.3	19.9	25.8
Science	8.1	17.4	44.0	3.5	17.3	21.2

Next Generation Learners accountability scores (shown in points):

	Achievement	Gap	Growth	CCR w/bonus	Grad Rate	Total/AMO	%ile Rank
2011-12	28.3	10.5	42.4	15.4	42.3	27.9	1 st
2012-13	32.5	16.0	34.0	11.4	69.4	32.7	1 st

Next Generation Learners EOC accountability scores (percent Proficient/Distinguished):

	2011-2012	2012-2013
English II	21.9	27.3
Algebra II	12.4	7.0
Biology	10.6	16.3
US History	2.6	13.8

Stakeholder Survey Data

- 53% of students agree or strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs.”
- In contrast, 85% of staff agree or strongly agree with the statement, “All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice,” suggesting that the staff is satisfied with existing procedures.

Stakeholder Interviews, Document and Artifact Review

- Multiple staff interviews referenced the use of assessments to develop ACT practice questions. College and Career Readiness is now more of a discussion topic.
- A PLC observation tool was developed and is utilized by administrators in all PLC meetings, indicating a more systematic process.
- Staff members indicated widely varying assessment approaches and practices from classroom to classroom. The existence of consistent assessment procedures was not apparent based on interviews and observations. For example, very few teachers were using exit slips. Others were using formative assessments from Cascade or Jefferson County School Common Assessments. Some teachers were using assessments that they had developed independently.
- The 30/60/90 plan outlines the development of a system to track College and Career Readiness Data, again indicating an increasing focus on CCR in school culture.
- School staff only addressed student achievement data on occasions mandated by law. A more intense data focus must ensue.
- Students who were interviewed did not know the requirements to become career ready.
- School leadership expressed concern about the extent to which students are prepared for the next level. The principal indicated an intention to implement procedures to ensure next level preparedness. It is apparent that the school is at the beginning stages of addressing its effectiveness with regard to next level preparedness.

Part II: Conclusion

Summary of Diagnostic Review Team Activities:

1. The Shawnee Diagnostic Review team was composed of eight educators representing the perspectives of school and system practitioners, classroom teachers, parents, and college/university.
2. On the first day of the review, due to the school's closing because of inclement weather, the team arrived at the school mid-morning to meet with and interview the principal and other members of the Shawnee staff as their schedule permitted, tour the school, and review additional artifacts and documents.
3. Representatives from Shawnee High School had completed the Self-Assessment, Executive Summary, Student Performance Diagnostic, Stakeholder Feedback Diagnostic, KDE Needs Assessment, and Missing Piece Diagnostic. In addition, the school provided the team with documents and artifacts to support the indicator ratings of the Self-Assessment.
4. The school also conducted surveys of staff, students, and parents. Survey results were used to guide indicator ratings by the team. While only 14 of 42 teachers completed the staff survey, the total number of individuals counted as and completing the "staff" survey did cause the school to meet the 50% minimum response rate for that sector.
5. The team found those interviewed to be candid in their response to questions and thoughtful and direct in their overall comments.

In off-site work sessions, the Diagnostic Review team examined artifacts and evidence provided by the institution. During the on-site portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted school and classroom observations.

The Diagnostic Review team met virtually on February 6, 2014 to begin a preliminary examination of institution's Internal Review Report and determined points of inquiry for the on-site review. Team members arrived in the school system on February 9, 2014 and concluded their work on February 12, 2014.

The Diagnostic Review team conducted interviews with:

Stakeholder Group	Number of Participants
School Leaders*	8
Advisory Council Members	5
Teachers and Support Personnel	23
Parents and Community Members	5
Students	17
TOTAL	58

*includes Educational Recovery Staff

The Diagnostic Review team also conducted classroom observations in 36 of 42 classrooms, using the Effective Learning Environment Observation Tool (ELEOT). Six of the 42 classrooms were not observed for the following reasons:

- One ECE teacher instructed daily in collaboration with regular education classroom teachers and did not have her own classroom.
- One Middle School KTIP teacher team taught with his teammate.
- Two teachers were absent each day of the Diagnostic Review.
- One teacher's schedule conflicted with the review team's schedule due to inclement weather.

Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Standards and Indicators.

Report on Standards:

The Diagnostic Review process involved an examination of evidence including the school's Self-Assessment, review of performance, classroom observation, and stakeholder survey data as well as interviews with the principal and other administrators and a representative cross-section of the faculty. In addition, the team interviewed small groups of students and parents. Several recurring themes emerged that cut across the five standards and 33 indicators. These include:

Purpose and Direction, Shared Values and Beliefs

The Academy @Shawnee has experienced a remarkable turnover in leadership, having had four principals and ten assistant principals within a short span of time. In addition, the school operated without a regular principal and with two interim principals from August 2013 - January 2014. Over time, this constant unplanned change brought about the existence of "silos" and a lack of coordinated efforts, resulting in an inconsistency in purpose, direction, shared values, and beliefs. This inconsistency would be expected in any school facing such a large amount of turnover in leadership, but is especially evident at The Academy @ Shawnee due to its daunting challenges of meeting student learning and support needs.

Until recently, documents (including policies and practices) did not appear to have been revised to meet the changing needs of the school and these documents were not clearly understood, communicated and utilized to ensure seamless transitions and consistency in practice. Evidence is lacking that all stakeholders were involved in the revision process.

In prior years, the development and implementation of programs, support services, instructional practices, resource decisions and allocations were not focused on ensuring the future academic success of Shawnee students and their preparedness for success at the next level. Few of the school's current senior class (11%) are deemed to be college and career ready. Plans have been newly created by leadership to address student needs.

Stakeholder Engagement

Interviews, observations, and examination of various artifacts reveal that over time student engagement has greatly deteriorated both in classrooms and in extracurricular activities. The school has no band, orchestra, chorus, or swim team even though it is one of only two JCPS high schools with an Olympic size and quality pool. In recent years, the school has had to forfeit scheduled games and has faced incomplete athletic seasons due to various barriers and challenges. Additionally, student participation and staff sponsorship of typical high school extracurricular activities is minimal.

The school currently offers one AP course, which went into effect at the start of the 2014 calendar year. The school had no traditional 2013 Homecoming celebration or activities. Two months before the upcoming prom season no plans have been made for this event.

The school is using the motto “We are Shawnee” in an effort to encourage school spirit and pride among its stakeholders, including alumni, the immediate school neighborhood, and the wider Louisville community.

Currently, there are plans for a new initiative to actively engage each student in at least one activity with the goal of strengthening their connectivity to the school, positively impacting student achievement, and improving the school’s culture and climate.

Interviews and surveys point to a desire for greater parent and stakeholder involvement. Evidence of intentional efforts to communicate with and form strategic partnerships with parents and families is not documented in the form of a communication plan. The school appears ready to take on a new strategy aimed at building social capital and helping parents better understand and appreciate the need to become more meaningfully and actively engaged in their student’s academic, social, and emotional development.

There is also a movement to provide “resiliency” training and tools to help students, parents, and staff cope with life challenges.

The school has not offered much in the way of summer and/or after school extended learning opportunities. There appears to be some renewed interest in reconsidering these types of offerings in the immediate future.

Stabilizing the Instructional Staff and Strengthening Their Capacity

Almost 20% of the teaching faculty is first year KTIP teachers and a significant number have less than five years of experience. Interviews, observations, and a review of data indicate a well-educated and committed staff. Almost every staff member interviewed commented on the quality and dedication of their professional colleagues. Four of the current staff has earned National Board Certification with several others in the NBCT process. Several other staff members have been recognized for excellence in teaching in their content area. All teachers communicated their passion for teaching and reaching Shawnee’s at-risk student population.

Many teachers admit to a lack of understanding of culturally responsive/relevant teaching and feel ill-equipped to reach and teach assigned students. Recently, an outside expert conducted a culturally responsive audit, and results are pending. The school has developed an intentional 30/60/90 day plan to provide authentic, timely professional development to enhance the skill set of all staff.

Based on observation data, some classrooms use instructional strategies that authentically engage students in their learning, but most classrooms expect students to be passive listeners. In the majority of classrooms, students are expected to sit quietly and listen to the teacher's instructions. Interviews and survey data indicate that academic rigor, active learning, and high expectations are rare. According to historic performance data, this passive engagement is not yielding optimal achievement results.

Pockets of excellence exist in the use of PLCs as a way to provide collegial support, ideas, and opportunities for professional growth. A plan is in process to ensure that PLCs are effective and focused on identified goals and the use of data to improve teaching and learning. The PLC process now includes regularly scheduled weekly meetings, an identified and trained facilitator leader, and the involvement of a member of the ILT. Teachers were recently provided with a PLC "refresher." In addition, the administrative team provides timely one-on-one feedback after each classroom observation of PLC-initiated strategies.

Use of Data and Research to Drive Instruction and Monitor for Effective Teaching

The processes and systems that the school has in place to drive instruction and monitor for effectiveness are in the early stages.

Teaching staff reports receiving minimal administrative feedback on lesson plans, student work, grading, and other assessments and observations. Walkthroughs were sporadic, unstructured, and inconsistent from supervisor to supervisor, suggesting results-driven improvement in teaching and learning has been almost nonexistent until recently.

Evidence supporting the use of data to drive and adjust instruction is limited.

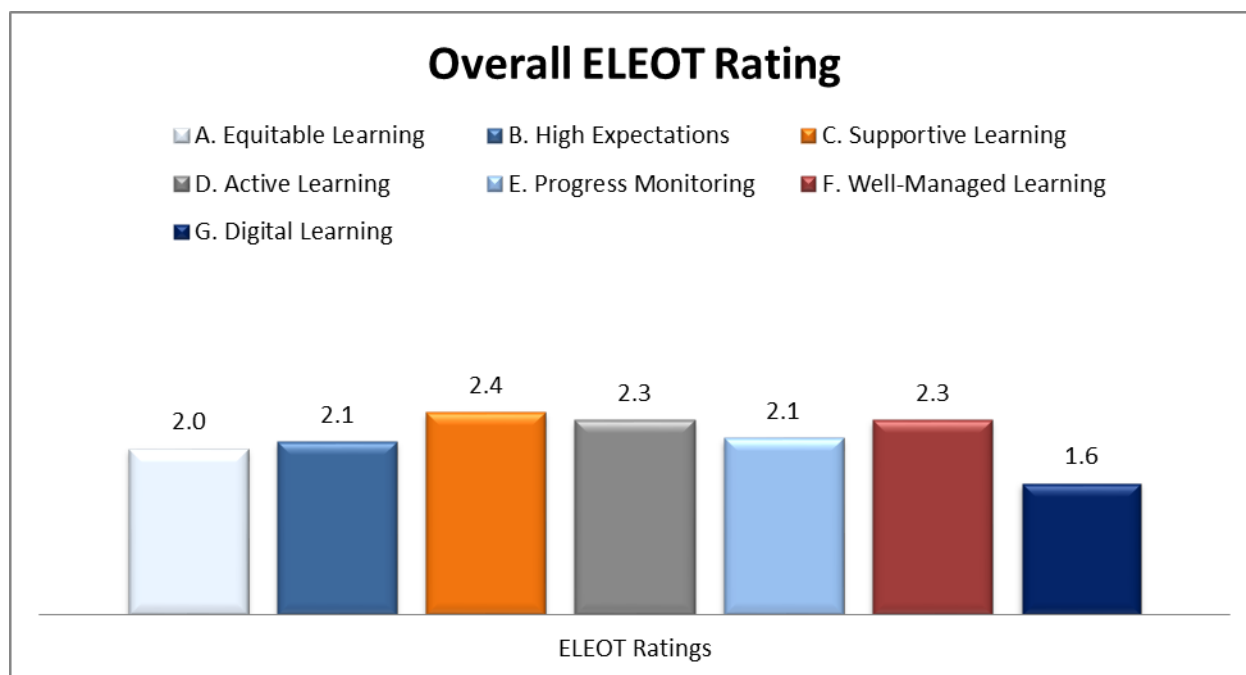
Report on Learning Environment:

During the on-site review, members of the Diagnostic Review team evaluated the learning environment by observing classrooms and general operations of the institution. Using data from these observations, the team assessed the quality of instruction and learning that took place classified around seven constructs or environments.

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (ELEOT) measures the extent to which learners are in an environment that is equitable, supportive, well-managed, where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored, feedback is provided by teachers to students, and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Special Review team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4 point scale with 4=very evident, 3=evident, 2=somewhat evident, and 1=not observed.

The team used the results of performance and survey data analysis, classroom observations, stakeholder interviews, and examination of artifacts and documents to confirm, refute, substantiate, and/or validate data gathered or provided from other sources including reports or presentations, interviews, various documents and artifacts, student performance data, and stakeholder survey data.



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
A.1	1.7	Has differentiated learning opportunities and activities that meet her/his needs	47%	33%	19%	0%
A.2	2.5	Has equal access to classroom discussions, activities, resources, technology, and support	6%	39%	53%	3%
A.3	2.3	Knows that rules and consequences are fair, clear, and consistently applied	22%	31%	44%	3%
A.4	1.4	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	72%	17%	6%	6%
Overall rating on a 4 point scale:		2.0				

Equitable Learning Environment Analysis

- Classroom observations indicate that students are infrequently provided differentiated opportunities and activities to address their individual needs, rated at 1.7 on a 4 point scale. Differentiation was not observed or partially observed in 80% of classrooms. The majority of classrooms employed teacher-centered lecture and whole group instruction as the instructional delivery method, which did not make allowances for differentiation.
- The extent to which students had equal access to classroom discussions, activities, resources, technology, etc. was rated 2.5 on a 4 point scale and was evident/very evident in 56% of classrooms. This indicator was the highest rated in the Equitable Learning environment, demonstrating that students had the opportunity to ask questions and participate in discussions that occurred during direct instruction or other activities in some classrooms.
- Observations of the learning environment revealed students did not know that rules and consequences are fair, clear, and consistently applied in 53% of classrooms. This indicator was rated at 2.3 on a 4 point scale. While not the lowest rated indicator in this environment, it may suggest that procedures, consequences, and expectations for behavior might not be well-established throughout the school.
- Opportunities for students to learn about their own or and others' backgrounds/cultures/differences were rated as evident/very evident in 12% of classrooms. There should be a multitude of possibilities for both teaching and learning related to this indicator in a diverse school such as Shawnee.

B. High Expectations						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
B.1	2.3	Knows and strives to meet the high expectations established by the teacher	17%	42%	42%	0%
B.2	2.4	Is tasked with activities and learning that are challenging but attainable	11%	36%	53%	0%
B.3	1.3	Is provided exemplars of high quality work	75%	17%	8%	0%
B.4	2.2	Is engaged in rigorous coursework, discussions, and/or tasks	25%	31%	44%	0%
B.5	2.2	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	22%	36%	42%	0%
Overall rating on a 4 point scale:		2.1				

High Expectations Learning Environment Analysis

- Instances in which students knew and were striving to meet high expectations established by the teacher were evident/very evident in 42% of classrooms and rated 2.3 on a 4 point scale.
- Instances in which students were tasked with activities and learning that are challenging and attainable were evident/very evident in 53% of classrooms and rated at 2.4 on a 4 point scale. Although this indicator was the highest rated in this learning environment, results suggest students are not expected to learn at high levels.
- Instances in which students were provided with exemplars of high quality work were evident/very evident in 8% of classrooms. This indicator was rated 1.3 on a 4 point scale, the lowest of this environment.
- Instances in which students were observed engaged in rigorous coursework, discussions, and /or tasks were evident/very evident in 44% of classrooms.
- Student questioning that requires higher-order thinking (e.g., applying, evaluating, synthesizing) was evident/very evident in 42% of classrooms. Nearly all classrooms appeared focused on whole class, teacher-directed instruction/lecture, with a few exceptions of interactive, small group work and reflective, higher-order thinking/work.

C. Supporting Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
C.1	2.3	Demonstrates or expresses that learning experiences are positive	14%	47%	36%	3%
C.2	2.5	Demonstrates positive attitude about the classroom and learning	8%	36%	50%	6%
C.3	2.4	Takes risks in learning (without fear of negative feedback)	22%	25%	47%	6%
C.4	2.6	Is provided support and assistance to understand content and accomplish tasks	8%	33%	53%	6%
C.5	2.4	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	11%	44%	36%	8%
Overall rating on a 4 point scale:		2.4				

Supportive Learning Environment Analysis

- The Supportive Learning Environment received a rating of 2.4 on a 4 point scale, which was the highest of the learning environments.
- Instances in which students demonstrated or expressed that learning experiences were positive were evident/very evident in 39% of classrooms.
- Students demonstrated a positive attitude about the classroom and learning in 56% of classrooms.
- 53% of students were observed taking risks in learning (without fear of negative feedback), suggesting many students are comfortable asking their teachers clarifying questions and/or for additional information related to assignments.
- Instances in which students were provided support and assistance to understand content and accomplish tasks were evident/very evident in 59% of classrooms. In many classrooms teachers were observed moving from student to student answering questions, giving additional information, and/or redirecting student focus. This indicator was rated 2.6 on a 4 point scale, the highest in the Supporting Learning environment.

- Instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs was rated 2.4 on a 4 point scale. Teachers were observed exuding great energy and effort as they moved around the room providing additional information following the whole class lesson and/or presentation of information.

D. Active Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
D.1	2.4	Has several opportunities to engage in discussions with teacher and other students	14%	31%	53%	3%
D.2	2.1	Makes connections from content to real-life experiences	33%	36%	22%	8%
D.3	2.5	Is actively engaged in the learning activities	14%	33%	42%	11%
Overall rating on a 4 point scale:		2.3				

Active Learning Environment Analysis

- Students having several opportunities to engage in discussions with their teacher and other students was rated evident/very evident in 56% of classrooms. This indicator earned a 2.4 on a 4 point scale.
- Opportunities for students to make connections from content to real life were evident/very evident in 30% of classrooms. This indicator was rated 2.1 on a 4 point scale.
- Students were actively engaged in learning activities in 53% of classrooms. Students were observed sitting at their desks and responding and/or participating when called upon or directly asked a question in the majority of classrooms. Students worked alone at their desks reading, completing paper assignments, and/or waiting for the teacher to come to their desks to provide additional or clarifying information.

E. Progress Monitoring						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
E.1	2.0	Is asked and/or quizzed about individual progress/learning	31%	42%	25%	3%
E.2	2.3	Responds to teacher feedback to improve understanding	14%	47%	33%	6%
E.3	2.5	Demonstrates or verbalizes understanding of the lesson/content	11%	39%	42%	8%
E.4	1.7	Understands how her/his work is assessed	53%	25%	19%	3%
E.5	2.1	Has opportunities to revise/improve work based on feedback	31%	31%	39%	0%
Overall rating on a 4 point scale:		2.1				

Progress Monitoring Learning Environment Analysis

- Students were asked and/or quizzed about their individual progress/learning in 28% of classrooms. This indicator was rated 2.0 on a 4 point scale.
- Student response to teacher feedback to improve understanding was evident/very evident in 36% of classrooms.
- Students demonstrating or verbalizing understanding of the lesson or content was evident/very evident in 50% of classrooms and not observed/partially observed in the other half of classrooms.
- It was evident/very evident that students understood how their work was assessed in 22% of classrooms. This indicator was rated 1.7 on a 4 point scale, the lowest of this environment.
- It was evident/very evident that students had opportunities to revise/improve work based on feedback in 39% of classrooms. This indicator was rated 2.1 on a 4 point scale.

F. Well-Managed Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
F.1	2.8	Speaks and interacts respectfully with teacher(s) and peers	3%	33%	47%	17%
F.2	2.6	Follows classroom rules and works well with others	8%	36%	47%	8%
F.3	2.2	Transitions smoothly and efficiently to activities	33%	25%	33%	8%
F.4	1.7	Collaborates with other students during student-centered activities	56%	28%	11%	6%
F.5	2.5	Knows classroom routines, behavioral expectations and consequences	11%	31%	53%	6%
Overall rating on a 4 point scale:		2.3				

Well-Managed Learning Environment Analysis

- It was evident/very evident that students spoke and interacted respectfully with their teacher(s) and peers in 64% of classrooms. This indicator was rated at 2.8 on a 4 point scale, the highest of this environment. This rating suggests a student body that is in general respectful, compliant, and perhaps well-situated to be challenged to think and learn at high levels.
- Students were observed following classroom rules and working well with others in 55% of classrooms.
- Smooth transitions were evident/very evident in 41% of classrooms. Students may be using transition times to incorporate some activity and engagement with others into their mostly passive and independent learning.
- Student collaboration during student-centered activities was evident/very evident in only 17% of classrooms. This indicator was the lowest rated of this environment (1.7 on a 4 point scale).
- It was evident/very evident that students knew classroom routines, behavioral expectations, and consequences in 59% of classrooms.

G. Digital Learning

Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
G.1	1.8	Uses digital tools/technology to gather, evaluate, and/or use information for learning	56%	17%	19%	8%
G.2	1.5	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	75%	3%	17%	6%
G.3	1.4	Uses digital tools/technology to communicate and work collaboratively for learning	75%	11%	11%	3%
Overall rating on a 4 point scale:		1.6				

Digital Learning Environment Analysis

- Digital learning was the lowest rated environment of all those observed, and rated 1.6 on a 4 point scale. The school has SMART boards, laptops, iPads, and other technology, but the use of it by students to enhance their learning and/or by teachers to differentiate their teaching was rarely observed.
- The use of digital tools/technology to gather, evaluate, and/or use information for learning was evident/very evident in 27% of classrooms.
- The use of digital tools or technology to conduct research, solve problems, and/or create original works for learning was evident/very evident in 23% of classrooms.
- The use of digital tools or technology to work collaboratively for learning was evident/very evident in 14% of classrooms.

Improvement Priorities

	Improvement Priority
2.2	Implement a process that will foster capacity of the SBDM Advisory Council to effectively lead and carry out its role when its authority is reinstated. This process should include an intentional plan for: 1) professional development based on the needs of all members regarding their roles and responsibilities as the governing body of The Academy @ Shawnee, 2) compliance with all policies, procedures, laws and regulations which would allow them to function as a cohesive unit to ensure effective system operations and student learning and 3) ensuring decisions are free of conflict and bias.
Rationale	

Student Performance Data:

Student performance data indicates that students are not making typical growth from PLAN to ACT in math and reading.

- A comparison of growth data from 2011-2012 and 2012-2013 School Report Cards shows a 1.4% decrease in math and a 15.5% decrease in reading for students making typical growth. The Combined reading and math growth indicated an overall decrease of 8.4%.

Stakeholder Survey Data:

- 57% of staff agree or strongly agree with the statement, "Our school's governing body or school board complies with all policies, procedures, laws, and regulations."

Stakeholder interviews, document and artifact review:

- Review of SBDM Advisory Council agenda and minutes revealed that no professional learning experiences were available or provided to its members.

Other pertinent information:

- No SBDM policies were available to determine if all required policies had been adopted previously.

Indicator	Improvement Priority
3.1	Devise, implement, and regularly monitor a comprehensive curriculum which includes challenging, individualized learning experiences and equitable opportunities in each course to ensure the development of learning skills, thinking skills, and life skills that leads to student success at the next level. Plan instruction to include challenging, engaging activities congruently aligned to standards which support individualized student achievement of expectations. Regularly monitor the quality and effectiveness of instruction, learning experiences and equitable opportunities to ensure student skill attainment and success at the next level.
Rationale	

Student Performance Data:

Data indicates that curriculum and learning experiences provide few students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills.

- The 2012-2013 School Report Card indicates that 71% of students performed below the Proficient level in reading and 93.5% of students performed below the Proficient level in math.
- A comparison of growth data from 2011-2012 and 2012-2013 School Report Cards shows a 1.4% decrease in math and a 15.5% decrease in reading for students making typical growth. Combined reading and math growth indicated an overall decrease of 8.4%.
- A comparison of 2011-2012 and 2012-2013 School Report Cards for College and Career Readiness (CCR) indicates a decrease of 5% (without bonus) in the percentages of student preparedness for college and/or a career.

Classroom Observation Data:

- The Equitable Learning Environment received an overall rating of 2.0 on a 4.0 scale. The lowest rating for this environment was “Has differentiated learning opportunities and activities that meet his/her needs,” which received an average rating of 1.7 on a 4.0 scale. This indicator was rated as evident/very evident in 19% of classrooms and partially observed in 33% of classrooms. This rating indicates that instructional activities are not regularly differentiated to meet individualized student needs.
- The High Expectations Learning Environment received an overall rating of 2.1 on a 4.0 scale. The lowest rating for this environment was “Is engaged in rigorous coursework, discussions, and/or tasks,” which was rated 2.2 on a 4.0 scale. This component was rated as very evident in no classrooms, as evident in 44% of classrooms, partially observed in 31% of classrooms, and not observed in 25% of classrooms. These ratings indicate that while students may be engaged, coursework, discussions, and/or tasks may lack rigor.

Stakeholder Survey Data:

- 65% of students strongly agree or agree with the statement, “My school provides me with challenging curriculum and learning experiences.”
- 68% of students strongly agree or agree with the statement, “My school prepares me to deal with issues I may face in the future.”
- 69% of parents strongly agree or agree with the statement, “All of my child’s teachers provide an equitable curriculum that meets his/her learning needs.”
- 66% of parents strongly agree or agree with the statement, “All of my child’s teachers give work that challenges my child.”

Stakeholder Interviews, Document and Artifact Review

- Students felt that teachers try to meet their needs and frequently discuss standards and practicing for the ACT. However, the majority of the students said they do not feel challenged in their classes. Students were unsure about plans for their future.
 - Discussions with stakeholders indicate that curriculum and lesson plan activities do not include standards and/or are not rigorous. Classroom observation showed the posting of learning targets and identification of college readiness standards in a few classrooms.
 - School leadership has identified several major improvement priorities, or “Big Rocks,” including the Exceptional Child Education (ECE) 30/60/90 Day Plan indicating a need for an intentional

focus on IEP training, development, data analysis collection (progress monitoring), and data analysis professional development training. A universal data collection system will be created by the end of February and teachers will begin tracking data every two weeks to drive instructional decisions. The school team reports that core challenges include academic skills and emotional/behavior problems.

- School leadership has identified several major improvement priorities, or “Big Rocks,” including the Career & College Readiness (CCR) 30/60/90 Day Plan identifying future plans to increase student access to the Advanced Placement program and for Advanced Placement breakout sessions during 8th grade Open House.

Indicator	Improvement Priority
3.2	Develop, implement, and document collaborative processes that will be consistently and systematically used to horizontally and vertically align, monitor, and adjust curriculum based on multiple data sources. Ensure that these processes are yielding assessments and instructional practices that are rigorous and congruent with curriculum standards. Evaluate processes for effectiveness in improving student achievement.
Rationale	

Student Performance Data:

Student performance data indicates the practice of effectively using student learning data from multiple assessments to monitor and adjust curriculum, instruction, and assessment rarely occurs and has not translated into improved student achievement.

- The 2012-2013 School Report Card indicates that approximately 71% of students are performing below the Proficient level in reading and 93.5% of students are performing below the Proficient level in math.
- A comparison of gap data from 2011-2012 and 2012-2013 School Report Cards indicates a 13.3% increase in reading and a 1.1% decrease in math for students scoring at Proficient and Distinguished levels for the non-duplicated gap group. A comparison of gap data from 2011-2012 to 2012-2013 for the non-duplicated gap group shows:
 - Science - increase of 0.8%
 - Social Studies - increase of 11.0%
 - Writing - increase of 3.6%
- The percentage of students scoring at the Novice level in math increased by 2.6% (from 55.0% to 57.6%). The percentage of students scoring at the Novice level in reading decreased by 2.7% (from 60.7% to 58.0%).
- A comparison of growth data from 2011-2012 and 2012-2013 School Report Cards shows a 1.4% decrease in math and a 15.5% decrease in reading for students making typical growth. Combined

reading and math growth indicated an overall decrease of 8.4%.

- A comparison of the 2011-2012 and the 2012-2013 School Report Cards for College and Career Readiness (CCR) indicates a decrease in the CCR percentage from 14.9% in 2012 to 9.9% in 2013.

Classroom Observation Data

- The High Expectations Learning Environment received an overall rating of 2.1 on a 4.0 scale. The lowest rating for this environment was, "Is engaged in rigorous coursework, discussions and/or tasks," which was rated 2.2 on a 4.0 scale. This indicator was rated as very evident in no classrooms, as evident in 44% of classrooms, partially observed in 31% of classrooms, and not observed in 25% of classrooms. These ratings indicate that while students may be engaged, coursework, discussions, and/or tasks may lack rigor.
- The Progress Monitoring Learning Environment received an overall rating of 2.1 on a 4.0 scale. The lowest rating for this environment was, "Understands how her/his work is assessed," which was rated 1.7 on a 4.0 scale. This indicator was rated as very evident in 3% of classrooms, as evident in 19% of classrooms, partially observed in 25% of classrooms, and not observed in 53% of classrooms. These ratings indicate that students are unsure of how their learning is assessed and that assessment results are not regularly reviewed with them.

Stakeholder Interviews, Document and Artifact review

- Based on stakeholder interviews, no authentic monitoring of instruction was consistently conducted during the past school year. Interviews also revealed a lack of collaborative consensus on critical components required for lesson planning and the inclusion of challenging, engaging activities required for the level of rigor detailed in curriculum standards.
- During interviews, stakeholders indicated that the 2013-2014 JCPS District Common Assessment Calendars are not consistently implemented with fidelity and/or some of the diagnostic and summative assessments are not congruent to standards.
- PLC/Data Day Protocols include analysis of student data, learning targets aligned to standards, and selection of specific instructional strategies (menu of interventions) for targeted intervention groups. Staff identified the PLC/Data Day process as needing further development in their PLC and Targeted Intervention 30/60/90 day plan.

Indicator	Improvement Priority
3.4	Develop and implement a formal, frequent and consistent instructional monitoring system that ensures teacher procedures and instructional practices 1) are aligned with school's values and beliefs about teaching and learning, 2) encompass the approved curriculum, 3) engage students in their own learning, and 4) use content specific standards of professional practice. Document and provide teachers with timely feedback and timelines for implementing improvement strategies to ensure student success.
Rationale	

Student Performance Data:

- As detailed previously in this report, student performance data suggests that instruction may not be based on the approved curriculum or assessed standards, and/or that students are not effectively engaged in their own learning.
 - The percentage of students scoring at the Novice level in math increased by 2.6 (from 55.0% to 57.6%). The percentage of students scoring at the Novice level in reading decreased by 2.7% (from 60.7% to 58.0%).

Classroom Observation Data:

- The Equitable Learning Environment received an overall rating of 2.0 on a 4.0 scale. The lowest rating for this environment was, “Has differentiated learning opportunities and activities that meet his/her needs,” which received an average rating of 1.7 on a 4.0 scale. This indicator was rated as evident/very evident in 19% of classrooms and was partially observed in 33% of classrooms. These ratings indicate that instructional activities are not regularly differentiated to meet individualized student needs. Therefore, instructional practices have not been regularly monitored to identify areas of improvement for instructional practice.
- The High Expectations Learning Environment received an overall rating of 2.1 on a 4.0 scale. The lowest rating for this environment was, “Is engaged in rigorous coursework, discussions and/or tasks,” which was rated 2.2 on a 4.0 scale. This indicator was rated as very evident in no classrooms, as evident in 44% of classrooms, partially observed in 31% of classrooms, and not observed in 25% of classrooms. These ratings indicate that students may be engaged, but that coursework, discussions, and/or tasks may lack rigor.

Stakeholder Interviews, Document and Artifact review

- Culturally Responsive Teaching was identified as one of Academy @ Shawnee’s Big Rocks in the leadership presentation. Initial stages of Culturally Responsive Training that have already taken place include completion of a school wide audit (January 2014), teachers establishing expectations through syllabi and parent letters and Positive Behavior Intervention Strategies (PBIS) training. Additional trainings, review of school wide audit data, tracking of data, and the creation of a “We are Shawnee” action plan are not yet implemented.

Indicator	Improvement Priority
3.6	Develop, implement, and monitor an instructional process that includes the use of exemplars to guide and inform students, use of multiple measures, including formative assessments to inform instructional decisions and next steps, and provide students with specific and immediate feedback about their learning.
Rationale	

Student Performance Data

As detailed previously in this report, student performance data suggests that the school has not developed and implemented a clear instructional process to inform students of learning expectations.

- The 2012-2013 School Report Card indicates that approximately 71% of students are performing below the Proficient level in reading and 93.5% of students are performing below the Proficient level in math.

Classroom Observation Data

- The High Expectations Environment received an overall rating of 2.1 on a 4.0 scale. The lowest rating for this environment was, “Is provided exemplars of high quality work,” which received an average rating of 1.3 on a 4.0 scale. This indicator was rated as very evident in no classrooms, as evident in 8% of classrooms, and was partially observed in 17% of classrooms. These ratings indicate that exemplars of high quality work may not be provided and/or regularly used to provide feedback to students about high expectations.

Stakeholder Interviews, Document and Artifact review

- During the leadership presentation on February 12, 2014, staff shared information about the Big Rock: ECE 30/60/90 Day Plan concerning special education and regular education teachers being consistent with data collection and working collaboratively and intentionally to embed interventions in classrooms and analyze data. This collaborative effort will potentially build teacher capacity. To deepen collaborative efforts, special education teachers are part of all Professional Learning Communities and will regularly attend weekly meetings.
- School leadership has identified several major improvement priorities, or “Big Rocks,” including PLC and Targeted Intervention 30/60/90 Day Plans to aid in identifying a strategy to implement a consistent school wide PLC cycle and build a culture of using student data to drive daily instruction. The intent is to utilize a PLC observation tool to monitor how PLC discussions are embedded and translated into improved classroom instruction and student achievement. In addition, the Instructional Learning Team (ILT) plans to review and use a learning walk tool that will reflect PLC work, rigor, and individual teacher professional growth plan development.
- School leadership has also identified several major improvement priorities, or “Big Rocks” related to College and Career Readiness. Bulletin boards and a data room have been created to highlight and track CCR student achievement data, demonstrating an initial effort to provide students with feedback about their learning and using standardized assessment data to make instructional decisions.
- During interviews, stakeholders indicated that the 2013-2014 JCPS District Common Assessment Calendars are not consistently implemented with fidelity and/or some of the diagnostic and summative assessments are not congruent to standards. Use of multiple measures, including formative assessments, is not consistently used across grade levels and content areas to inform instructional decisions, next steps, or provide feedback to students.

Indicator	Improvement Priority
5.5	Utilize multiple informational sources about student learning, conditions that support the learning, and the achievement of school improvement goals. Follow this process with systematic and thorough communication to all stakeholders.
Rationale	

Student Performance Data

- As previously detailed in this report, student performance data suggests that the school does not utilize multiple sources of information to monitor and communicate comprehensive information about student learning and the achievement of school improvement goals to all stakeholders.

Stakeholder Survey Data

Stakeholder survey data suggests that almost half of all respondents concur that the school needs to improve its communication to ensure that information about student achievement is shared.

- 57% of students agree that the school shares information with families and/or community members.
- Similarly, 56% of parents agree that the school shares responsibility for student learning with stakeholders.

Stakeholder Interviews:

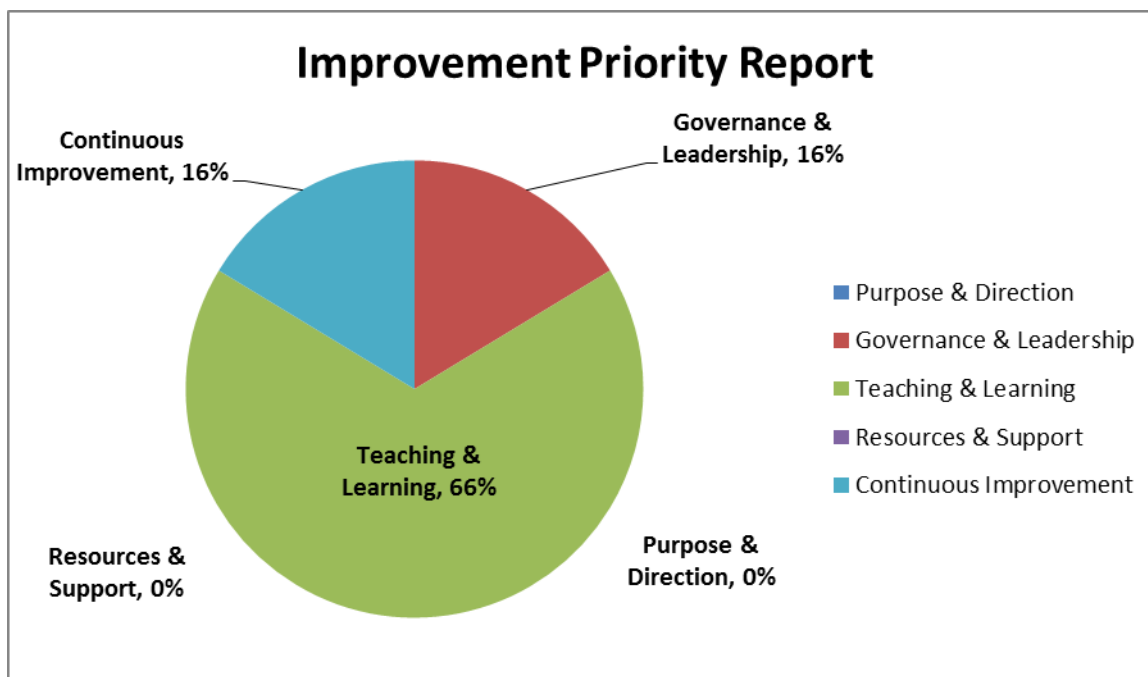
- In an interview, an administrator said, “We really need to streamline what we are doing and consider how best to communicate in a meaningful way the large amount of student performance data we have with stakeholders.”

Part III: Addenda

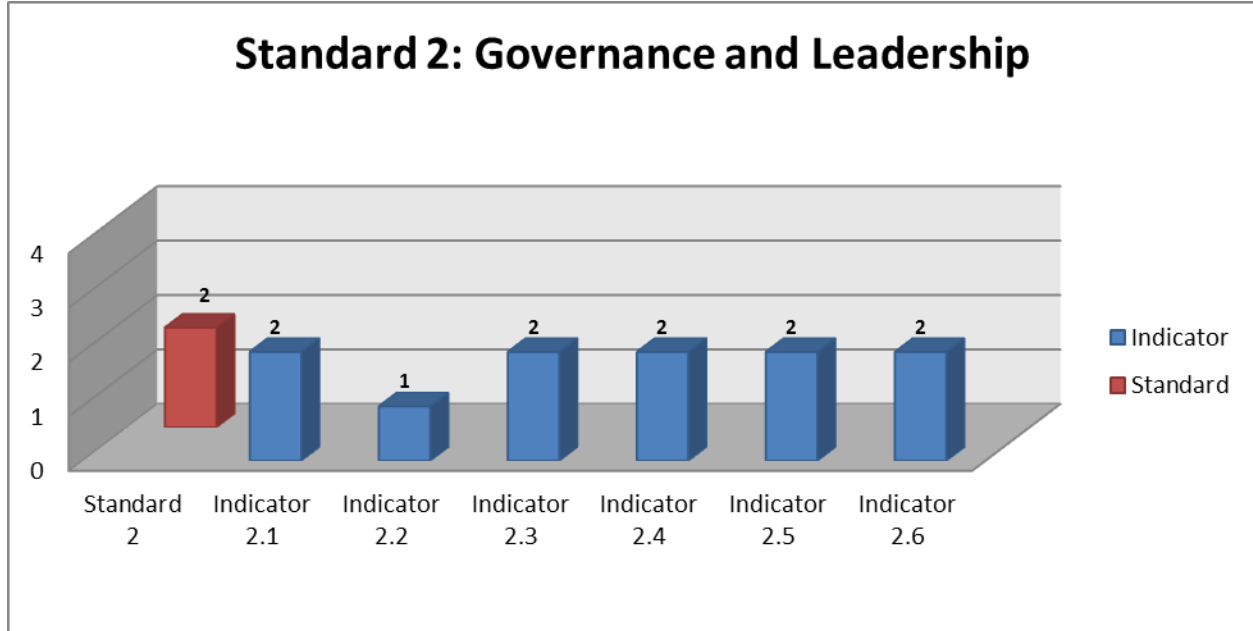
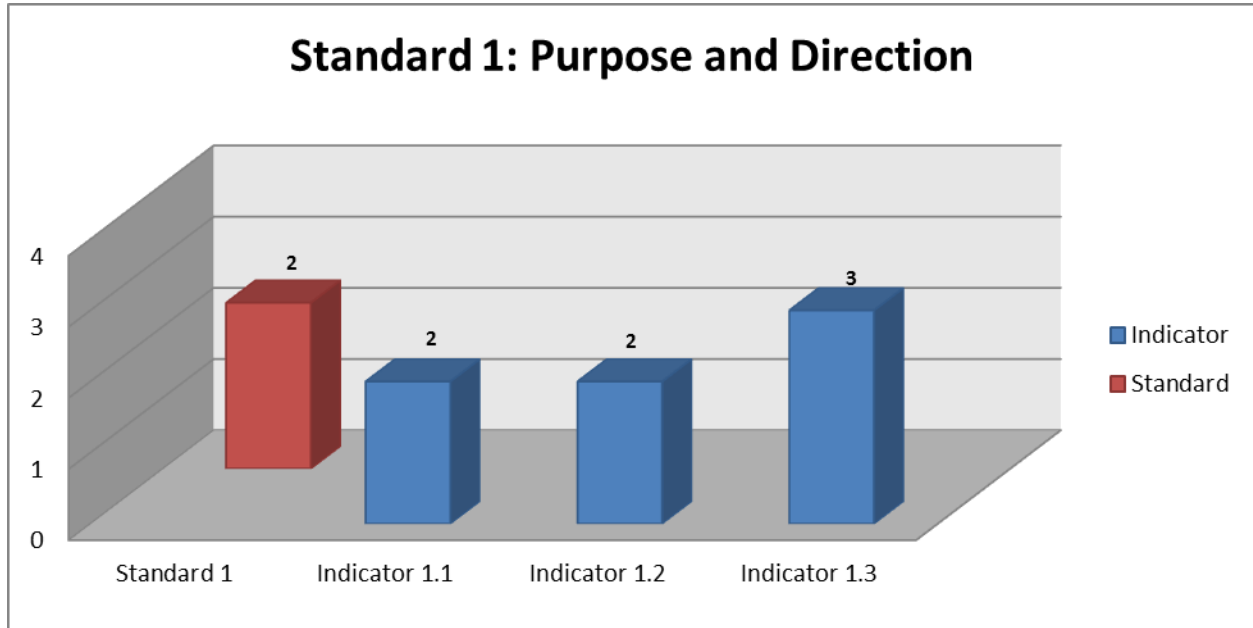
Indicator Assessment Report		
<i>Indicator</i>	<i>School Rating</i>	<i>Review Team Rating</i>
1.1	2	2
1.2	2	2
1.3	2	3
2.1	2	2
2.2	2	1
2.3	1	2
2.4	2	2
2.5	2	2
2.6	3	2
3.1	2	1
3.2	2	1
3.3	3	2
3.4	2	1
3.5	2	2
3.6	2	1
3.7	1	2
3.8	2	2
3.9	4	2
3.10	2	2
3.11	3	2
3.12	2	2
4.1	2	2
4.2	2	2
4.3	2	2
4.4	2	2
4.5	3	3
4.6	2	2
4.7	2	2
5.1	2	2
5.2	2	2
5.3	2	2
5.4	2	2
5.5	1	1

Diagnostic Review Visuals

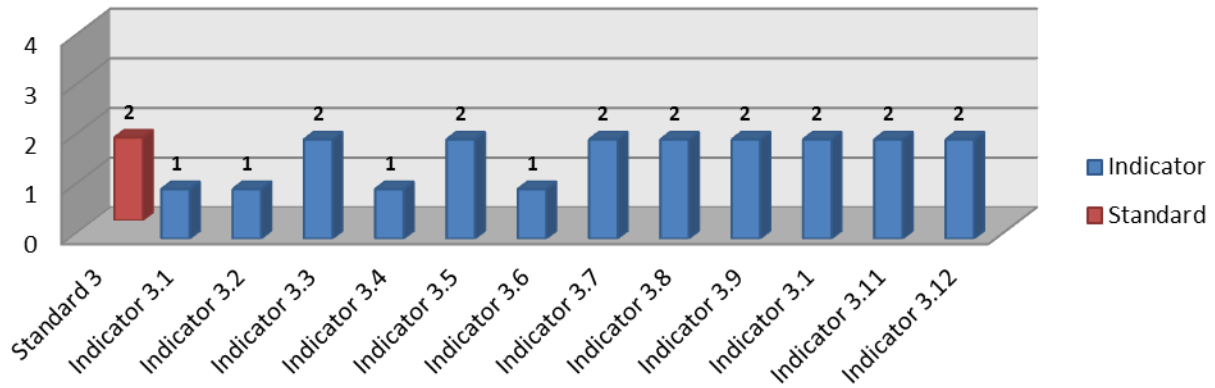
Percentage of Standards identified as Improvement Priorities



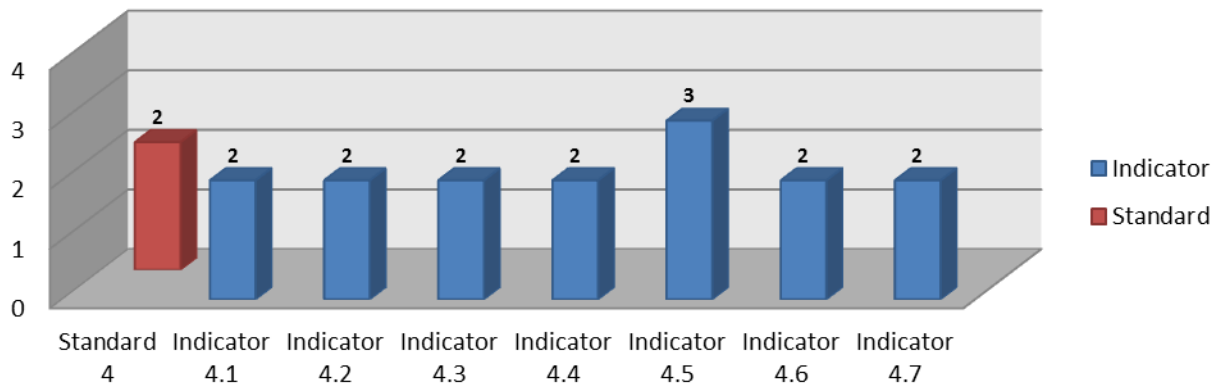
Average ratings for each
Standard and its Indicators

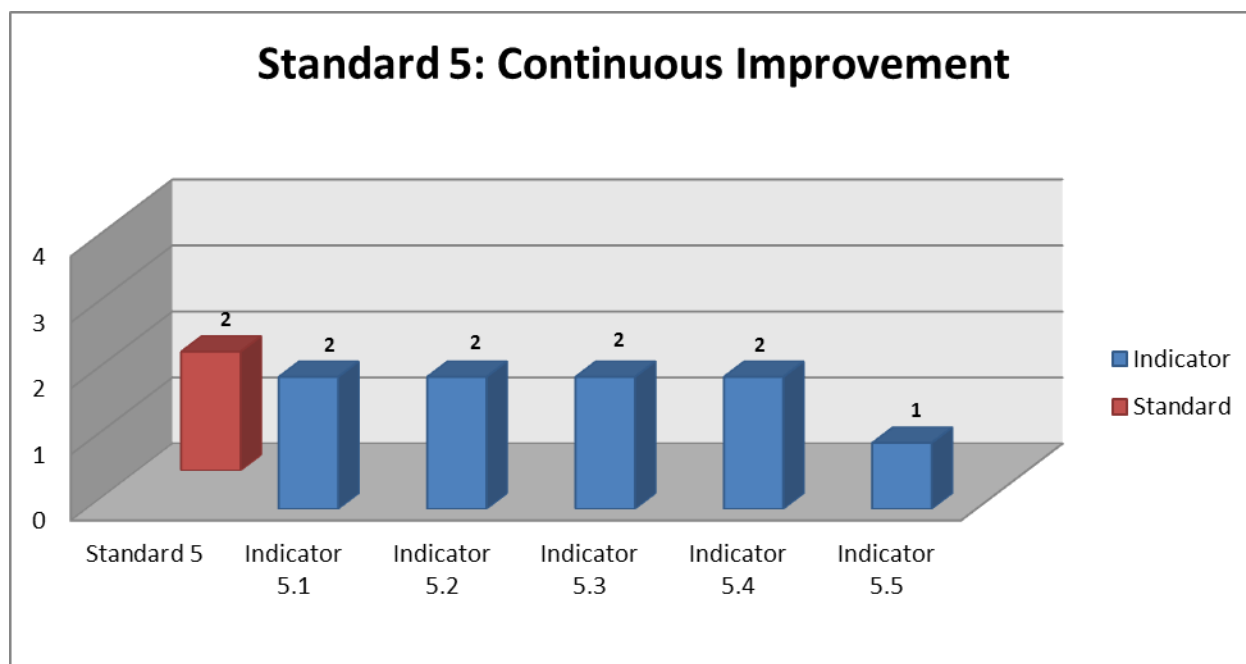


Standard 3: Teaching and Learning



Standard 4: Resources and Support





2014 Leadership Assessment/Diagnostic Review Addendum

The purpose of this addendum is to provide feedback on progress made in addressing identified deficiencies in the 2011-2012 Leadership Assessment Report for The Academy at Shawnee.

Deficiency 1: The principal's deep involvement in building culture and climate in the school has reduced his direct involvement in the instructional program of the school.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X		This deficiency has been addressed satisfactorily.
	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School evidence:

- 30-60-90 Day Plans
- Three Key Areas (see below)
- Systems Approach with focus on improving instruction

School comments:

We are focused on implementation of our three key areas: Professional Learning Communities/Targeted Interventions/Enrichment, College and Career Readiness, and Culturally Responsive Teaching. Data Days and PLC work is up and running and teachers are implementing Tier 1, Tier 2, and Tier 3 Interventions to enhance this process.

Team evidence:

- 30/60/90 day plans
- Interviews with principal, assistant principals, Goal Clarity coach, guidance counselors, parents
- Revised teacher handbook
- PLC agenda/minutes/protocol/products
- War room observation (see below)
- "We Are Shawnee" posters/signs in building

Team comments:

- The school has scheduled and held Data Days to ensure that intentional time was set aside on a regular basis for staff to review and analyze data to help them modify curriculum and inform their teaching practices.
- The school has identified a room dedicated to data (ex. war room with every student in the class of 2014 identified data into color coded tiers regarding services needed – red, yellow, green).
- The principal is creating situations where staff are examining the data to inform instructional practices.
- The school is in process of revamping their PLC process with a formalized PLC protocol. The

protocol is to be collaboratively designed along with a detailed 30/60/90 day plan.

- An ILT PLC has also been established to observe PL's, monitor classrooms for implementation, and then provide face-to-face feedback to individual teachers within 24 to 48 hours.
- There is also a plan for a 3-to-1 model – 3 adults for every student to help ensure the school is meeting the social/emotional, academic, and mentoring needs of every student. This model creates an advocacy support team for every student.
- The principal has a plan to meet with every junior and senior regarding their high school career and their academic performance record.
- The principal has a vision ("We are Shawnee") and is communicating it with stakeholders.
- The principal has conducted/is conducting budget reviews to analyze finances to ensure funds are "getting to the desks of kids."
- The principal has created a 30/60/90 day plan for Culturally Responsive Teaching training.
- The administrators have a rotating schedule to observe content area PLC meetings, observe teachers in that PLC for implementation of PLC protocols, and provide face-to-face feedback within 48 hours.

Deficiency 2: Feedback provided to teachers from walkthroughs and observations to monitor instructional practices is more often in written form than face-to-face.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X		This deficiency has been addressed satisfactorily.
	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School evidence:

ILT-PLC Process with Learning Walks

School comments:

As a component of our ILT-PLC Process, it is required that we give feedback face-to-face within 48 hours with an emphasis on coaching and monitoring instructional practices. Data Days and PLCs also enhance this process.

Team evidence:

- Interviews with teachers and administrators
- 30/60/90 PLC Plan (newly created)
- Lack of documented evidence

Team comments:

- Sporadic walkthroughs have been occurring and feedback modes vary among administrators (face-to-face, emails, post-it notes, form in mailbox).
- Face-to-face feedback within 48 hours is provided by administrators following observation of

the PLC meeting.

- Walkthroughs focus on established non-negotiables (learning targets, rigor, relevance, Classroom Instructional Framework)

Deficiency 3: The principal does not require teachers to develop daily lesson plans.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X		This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
	X	There is little or no evidence of improvement with regard to this deficiency.

School evidence:

- 30-60-90 Day Plans
- PLC Structures
- Data Day Products

School comments:

Teachers are required to produce and develop daily lesson plans. This process has been enhanced by the Data Days, PLC work, and our three key focus areas.

Team evidence:

- Interviews with teachers and administrators
- Lack of documents and artifacts

Team comments:

- Lesson plan format and content vary widely among staff.
- Limited monitoring and feedback are being provided by administrators, although department PLC leads sometimes provide lesson plan feedback specific to the Classroom Instructional Framework.

Deficiency 4: An assessment plan has not been developed to guide the development of rigorous and relevant assessments to inform daily instruction.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X		This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
	X	There is little or no evidence of improvement with regard to this deficiency.

School evidence:

- 30-60-90 Day Plans
- PLC Process and Structures
- Data Day Products

School comments:

Through our Office of Teacher and Student Support, PLCs, and Data Days, teachers meet to discuss common data, analyze student work, and determine next steps in terms of formative and summative assessments to move students to the next level. Also, there is a “Red List” of students who are not making satisfactory progress. Strategies are planned and implemented to help move our students to the next level and this list is due to the principal every other Friday.

Team evidence:

- District common assessment plan/calendar
- Interviews with teachers and administrators
- Day 1 presentation documents including accountability pie
- Survey data
- Self-Assessment
- Lack of documented evidence

Team comments:

- Not all staff are implementing the district assessment plan with fidelity.
- Not all assessments used are standards-based.
- There are no clearly defined procedures which would effectively use assessment data to guide classroom instruction.

Deficiency 5: Culturally responsive instructional content and strategies are not regularly embedded in daily classroom instruction.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X		This deficiency has been addressed satisfactorily.
	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School evidence:

- 30-60-90 Day Plans
- Three Key Areas
- CRT Audit

School comments:

We have developed specific strategies to engage our teachers to look through the lens of our students. We recently conducted an audit that will provide some direction and next steps in terms of training. Furthermore, we are implementing the first 30 days of our 30-60-90 Day Plans for CRT and we conducted a SWOT (Strengths, Weaknesses, Opportunities, and Threats) Analysis in terms of improving culturally relevant practices of classrooms. Data Day work and PLC work along with our job-embedded PD will be used to address this area.

Team evidence:

- 30/60/90 day plan on Culturally Responsive Teaching (CRT)
- Classroom observations
- Interviews teachers and administrators
- Culture Audit was conducted
- Day 1 presentation

Team comments:

- A Culture Audit was conducted by Dr. Roger Cleveland (follow up February 25 with results).
- Results from the Culture Audit will be used to recalibrate thinking and planning for future professional development and implementation of practices.
- Teachers have been trained on the six key components of Culturally Responsive Teaching (Brown University research).
- There is a plan for implementation of CRT strategies outlined in the 30/60/90 day plan.
- A new initiative was unveiled to strengthen connectedness between the school, students, parents, and community.
- The school is aware of the need to build resiliency of staff and students through a growth mindset model.

Deficiency 6: Individual growth plans are not always developed and implemented according to the guidelines and timelines set forth in the evaluation process.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X		This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
	X	There is little or no evidence of improvement with regard to this deficiency.

School evidence:

- 30-60-90 Day Plans
- ILT-PLC Process
- PGES implementation

School comments:

The ILT-PLC Process focuses specifically on bringing the Individual Growth Plans to life in order to

provide support to our teachers and address student needs. We have also worked through our Data Day process and PLC structures to bring focus to the use of IGP's for teachers and staff. Furthermore, we have begun the implementation process of PGES.

Team evidence:

- 2013–14 District Certified Evaluation Plan
- Interviews with teachers and administrators
- Lack of documented evidence

Team comments:

- Last year everyone was observed (2 informal, 1 summative) including all administrators and guidance counselors.
- In the current year, APs have divided required certified evaluations among themselves.
- Individual teachers and/or some departments develop their own Professional Growth Plan in isolation of targeted school needs (from school improvement plan) or individual evaluation needs.
- Some staff have been provided feedback of the plan, but there is no formal process in place regarding monitoring.

Diagnostic Review Team Schedule**The Academy @ Shawnee Diagnostic Review Schedule****Sunday, February 9, 2014**

Time	Event	Where	Who
3:00 p.m.	Check-in	Hotel	Diagnostic Review Team Members
3:30 p.m. -7:45 p.m.	Orientation, Planning, and Work Session Review of documents, determination of initial standard ratings, writing and sharing of one OFP and/or IP, development of interview questions, review of the writing protocol; review of Day 1 schedule and Q &A	Hotel Conference Room	Diagnostic Review Team Members
8:00 p.m.	Dinner		Diagnostic Review Team

MONDAY, February 10, 2014

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
10:00 a.m.	Team arrives at school	School office	Diagnostic Review Team Members
10:15-11:15 a.m.	Principal interview	Team Work Room (off Library)	Diagnostic Review Team
11:15– 11:30	Break		Diagnostic Review Team
11:45 a.m.-12:15 p.m.	Team Debriefing regarding the schedule for the day (schedule change: school cancelled due to inclement weather)		Diagnostic Review Team

12:15 – 3:00 p.m.	Interviews of Administrators and other Available Stakeholders; review of artifacts and other documents and a tour of the school		Diagnostic Team
3:30 p.m.	Team arrives back to hotel		Diagnostic Review Team
4:30-5:30 p.m.	Late Lunch		Diagnostic Review Team
5:30 – 8:30 p.m.	Evening Work Session #2 <ul style="list-style-type: none"> • Review findings from Monday • Team members re-examine indicator ratings and report back to full team • Discuss and write one Opportunity for Improvement or an Improvement Priority at the standard level (indicator specific) and share for critique with the team • Review schedule for Day 2 	Hotel conference room	Diagnostic Review Team

Tuesday , February 12, 2014

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Team arrives at school		Diagnostic Review Team

8:00 – 9:10	<p>Standards Presentation - Questions/topics to be addressed:</p> <ol style="list-style-type: none"> 1. Vision, i.e., where has the school come from, where is the school now, and where is the school trying to go from here? <p>This presentation should specifically address the findings from the Leadership Assessment Report completed two years ago. It should point out the impact of school improvement initiatives begun as a result of the previous Leadership Assessment, and it should provide details and documentation as to how the school has improved student achievement as well as conditions that support learning.</p> <ol style="list-style-type: none"> 2. Overview of the School Self-Assessment - review and explanation of ratings, strengths and opportunities for improvement. 3. How did the school and system ensure that the Internal Review process was carried out with integrity at the school level? 4. What has the school and system done to evaluate, support, monitor and ensure improvement in student performance as well as conditions that support learning? 5. What has been the result of school/system efforts at the school? What evidence can the school present to indicate that learning conditions and student achievement have improved? 	Team work room off Library	Principal and Members of the School Team
9:25 a.m. – 1:30 p.m.	Classroom Observations and Continue interviews not completed on day #1; continue artifact review as necessary not completed on day #1		Diagnostic Review Team

11:45 a.m.-1:30 p.m.	Working Lunch, team debriefing and interviews and observations continued as scheduled/possible due to availability		Diagnostic Review Team
1:30 p.m.-3:00 p.m.	School and classroom observations Artifacts review Complete interviews as necessary		Diagnostic Review Team
3:30 p.m.	Return to Hotel		Diagnostic Review Team Members

4:00 – 8:00 p.m.	Evening Work Session #3	Hotel Conference Room	Diagnostic Review Team Members
	<ul style="list-style-type: none"> Review findings from Tuesday and the School Overview Presentation Discuss tabulated ELEOT Learning Environment ratings Team deliberations and indicator ratings reported. Team continues to draft written report focusing on Opportunities for Improvement and the <p>Improvement Priorities.</p> <ul style="list-style-type: none"> Review Schedule for Day #3 <p>Team member discussion points:</p> <ul style="list-style-type: none"> Themes that have emerged from an analysis of the standards and indicators, identification of Powerful Practices, Improvement Priorities, as well as a listing of any standards/indicators that are falling below expectations and possible causes as well as those exceeding expectations and why. Themes that emerged from the Learning Environment evaluation (ELEOT) including a description of practices and programs that the institution indicated should be in evidence as compared to what the team actually observed. Give generic examples (if any) of poor practices and excellent practices observed. (Individual schools or teachers should not be identified.) (Optional) Identification of Promising Practices which can be linked to a specific indicator. These can be emerging or newly initiated processes, approaches or practices that, when fully implemented, have the potential to significantly improve the indicator rating improve performance or the effectiveness of the school/district. 		

Wednesday , February 12, 2014

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team
7:30 a.m.	Check out of hotel and departure for school	Hotel	Diagnostic Review Team
8:00 a.m.– 8:30 a.m.	School Team completes their Overview Presentation	Team Workroom off Library	Diagnostic Review Team and School Staff
8:30 a.m -9:30 a.m	Team completes final classroom observations and interviews		Diagnostic Review Team
9:30 a.m.-10:15 p.m.	Review of Leadership Addendum and Leadership Plus Delta		Diagnostic Review Team Members
10:15 a.m.– 11:00 a.m.	Kentucky Department of Education Leadership Determination Session		Diagnostic Review Team and KDE representative

11:00 a.m- 12:30 p.m.	Working Lunch (Themes review and discussion)		Diagnostic Review Team
12:30 p.m.-2:45 p.m.	<p>Final Team Work Session</p> <p>Examine</p> <ul style="list-style-type: none"> • Final ratings for standards and indicators • Powerful Practices (indicators rated at 4) • Opportunities for Improvement (indicators rated at 2) • Improvement Priorities (indicators rated at 1 or 2) • Summary overview for each standard • Learning Environment narrative <p>Next steps</p> <p>Exit Report with the principal</p> <p>The Exit Report will be a brief meeting for the Lead Evaluator and team members to express their appreciation for hosting the on-site review to the principal. All substantive information regarding the Diagnostic Review will be delivered to the principal and system leaders in a separate meeting to be scheduled later.</p> <p><u>The Exit Report will not be a time to discuss the team's findings, ratings, individual impressions of the school, make evaluative statements or share any information from the Diagnostic Review Team report.</u></p>		

About AdvancED

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, along with the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (founded in 1917) joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world's largest education community, representing 30,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students. The Northwest Accreditation Commission joined the AdvancED network in 2011.

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI, NWAC, and SACS CASI share research-based accreditation standards that cross state, regional, national, and international boundaries. Accompanying these standards is a unified accreditation process designed to help educational institutions continuously improve.

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School Diagnostic Review Summary Report

The Academy @ Shawnee

Jefferson County Public Schools

2/09/2014 – 2/12/2014

The members of the The Academy @ Shawnee Diagnostic Review Team are grateful to the district and school leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Diagnostic Review Team has examined extensive evidence and arrived at the following recommendations:

Principal Authority:

The principal does have the ability to lead the intervention and should remain as principal of The Academy @ Shawnee to continue his roles and responsibilities established in KRS 160.345.

I have reviewed the recommendations of the Diagnostic Review Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education

_____ Date: _____

I have received the diagnostic review report for The Academy @ Shawnee.

Principal, The Academy @ Shawnee

_____ Date: _____

Superintendent, Jefferson County Public Schools

_____ Date: _____